

Professor: Ann Marie Brown
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Office: TBA
Office Hours: M/W 11 a.m. to 1 p.m. (please make an appointment)
Class Meeting Time: M/W 1:00 to 2:15 pm.
Location: TCES 206
Prerequisites: Eng. 101

Course Description: This course surveys the historical, ethical, and cultural role of the major forms of American mass media, including print, broadcast, and online media. By taking a close look at the media's relationship to our democratic system of government and its necessary free exchange of ideas, students gain an understanding of the increasingly important role the media have in shaping us as individuals and as a society. Students also examine how journalistic ethics and American laws affect the media's ability to perform this role.

Required Texts and Materials:

1. *Key Readings in Journalism* edited by Elliot King and Jane L. Chapman
2. *Mightier Than The Sword* by Rodger Streitmatter
3. *Freedom for the Thought That We Hate* by Anthony Lewis
5. Laptop computer (one that meets the published SNC Laptop Requirements).

Student Outcomes: Upon successful completion of this course, students will gain an understanding of the importance of books, newspapers, magazines, movies, radio, television and the Internet in shaping our culture. They will develop media literacy by exploring the historic evolution of various mass media and their effects on society – politically, economically, morally, and socially. They will learn to be critical consumers of the American mass media, questioning whether the media effectively fulfill their functions as deliverers of information, persuasion, and entertainment.

Methods of Assessing Student Outcomes: Students will be assessed using a combination of written work (research papers and essays), quizzes and exams, class discussion, and oral presentations.

Attendance: Students are expected to attend every class and arrive on time: 3 tardies = 1 absence and 4 absences = a 10% deduction of final grade (i.e. a "B" becomes a "C"). Students who are absent 5 times or more (including accumulated tardies), will not pass this class. In every class period, points are awarded for in-class assignments and discussions. There are NO make-ups for these in-class points.

If you are absent, **work due on that day is still due.** It may be brought in by a classmate, but all work is due **when the class begins.** Some absences (cleared in advance) may be excused and will not adversely affect your grade. These include absences followed by a note from a medical facility identifying you were under medical care on that day, and absences resulting from attending school-related trips. ***It is the student's responsibility to see me to discuss the nature of the absence.***

Students are responsible for all material covered during the course whether handed out in class, discussed in class, read as an assignment, or disseminated in any other way. If you are absent, make sure you check with your assigned partner(s) to find out what information you missed that day.

Reader's Response Essays: Each week you will be reading selected chapters from your textbooks and noting your responses, reactions, comments, and questions in the form of reader's response essays. Your reader's response essays will be graded on the depth and quality of your reading analysis (details to be discussed in class). Each essay should be approximately 2 pages long (double-spaced). ***Bring your finished, printed essay to class so you can refer to it for in-class discussions. (Do not email it to me unless you are absent.)***

Electronics policy: Turn off your cell phone, iPod and all other distracting devices in the classroom. If we are using computers during class, please refrain from activities not related to the lesson (i.e. Web surfing, Facebook, YouTube, etc.)

Grading Policy: Grades are based on the accumulation of points during the semester (total possible points = 1,000), distributed in the following ways:

- 40% a total of 10 Reading Response Essays (total 400 points for depth and quality of analysis)
- 20% midterm and final exam (200 points)
- 40% oral presentations and participation in class discussions (400 points)

Consequences for Violating the Faculty/Student Honor Code: SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

SNC's Disciplinary Sanctions for Honor Code Violations:

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

The SNC E-mail System: The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having e-mail redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

Academic Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

Note: This schedule provides a general plan for this course. You will be advised of any changes, if necessary.

Date		ALL READINGS & RESPONSE ESSAYS ARE DUE ON MONDAYS
Week 1 Jan. 22 ONLY	How the News Media Have Shaped American History	<i>Pick one of the topics in Weeks 3 to 12 – sign up to “lead” the discussion for that week</i>
Week 2 Jan. 27 & 29	Watergate: Carl Bernstein, Bob Woodward, and President Nixon	<i>Key Readings: pp. 154-164 Mightier Than Sword: pp. 188-201 ESSAY DUE MONDAY 1/27</i>
Week 3 Feb. 3 & 5	Joe McCarthy & Edward R. Murrow	<i>Mightier Than Sword: pp. 139-154 Key Readings: pp. 219-233 ESSAY DUE MONDAY 2/3</i>
Week 4 Feb. 10 & 11	Pulitzer, Hearst, the Spanish-American War, and Mass Circulation Newspapers	<i>Key Readings: pp. 179-188 Mightier Than Sword: pp. 63-79 ESSAY DUE MONDAY 2/10</i>
Week 5 Feb. 19 ONLY (Feb. 17 is Pres. Day)	Martha Gellhorn: Spanish-American War Correspondent (and Hemingway’s wife)	<i>Key Readings: pp. 105-115 ESSAY DUE WED. 2/19</i>
Week 6 Feb. 24 & 26 (Feb. 26 is AWP Seattle)	Vietnam War	<i>Mightier Than Sword: pp. 171-187 Key Readings: pp. 136-151 ESSAY DUE MONDAY 2/24</i>
Week 7 March 3 & 5	Civil Rights Movement	<i>Key Readings: pp. 116-132 Mightier Than Sword: pp. 155-170 ESSAY DUE MONDAY 3/3</i>
Week 8 Mar. 10 & 12 MIDTERMS	Muckraking: Ida Tarbell & Standard Oil	<i>Key Readings: pp. 266-279 Mightier Than Sword: pp. 80-93 ESSAY DUE MONDAY 3/10</i>
Week of Mar. 17-21	SPRING BREAK!!	<i>Start reading “Freedom for the Thought” for final research paper</i>
Week 9 Mar. 24 & 26	Ernie Pyle: WWII Correspondent	<i>Key Readings: pp. 280-289 ESSAY DUE MONDAY 3/24 Continue reading “Freedom for the Thought”</i>
Week 10 Mar. 31 & Apr. 2	Rachel Carson: Silent Spring	<i>Key Readings: pp. 290-298 ESSAY DUE MONDAY 3/31 Continue reading “Freedom for the Thought”</i>
Week 11 Apr. 7 & 9	Truman Capote: In Cold Blood	<i>Key Readings: pp. 299-310 ESSAY DUE MONDAY 4/7 Continue reading “Freedom for the Thought”</i>

Week 12 Apr. 14 & 16	9/11: Media Failure?	<i>Mightier Than Sword: pp. 216-231</i> Continue reading “Freedom for the Thought”
Week 13 Apr. 21 & 23	----Famous Cases in Media Law----- 1) Prior Restraint: Near vs. Minnesota 2) Student Newspapers: Hazelwood vs. Kuhlmeier 3) Malice: NY Times vs. Sullivan	Student Presentations: 20 minutes each Handout readings
Week 14 Apr. 28 & 30	4) Public Figures vs. Public Officials: Curtis Publishing vs. Butts 5) Reporter’s Privilege: Branzburg vs. Hayes 6) Cameras in Courtrooms: Chandler vs. Florida	Student Presentations: 20 minutes each Handout readings
Week 15 May 5 ONLY (dead day Wed.)	7) Libel: Gertz vs. Robert Welch Inc. 8) Pentagon Papers & National Security: NY Times vs. United States 9) Other issues: defamation, false light, absolute & qualified privilege, Richard Jewell	Student Presentations: 20 minutes each Handout readings
FINALS May 9-14	FINAL EXAM DATE TBD	Essay exam on “Freedom for the Thought”

The Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts • Professional Preparedness •Entrepreneurial Thinking • Sustainability