



MCOM 3850 Mass Communication Theory and Research

College

College of Arts and Sciences

Section

DEM01

Term

2022FA

Class Time & Place

MWF 11:00-11:50am Mac Lab

Campus

Demorest

Prerequisites

MCOM 1500 or MCOM 1600

Course Description

This course focuses on the concepts, philosophies, principles, evolution and the practical application of mass communication theories.

Credits

3

Instructor

Dr. Melissa Tingle

Email Address

mtingle@piedmont.edu

Office

Swanson Center 104

Phone

706-778-8500 x 1267

Office Hours

MWF 11:00am-1:00pm

Textbooks and Class materials

Curnalia, R. (2019). *Insight into Innovation: Applying Communication Theory in Our Web 2.0 Lives* (1st edition). ISBN 9781465291080

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****A one-inch binder with dividers/tabs****

Student Learning Outcomes

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understand the importance of theory and the roots of mass communication theory.
2. Recognize different mass communication theoretical approaches and its appropriate use.
3. Understand the benefit of utilizing peer-reviewed studies as a foundation for media research, in preparation for capstone.
4. Grasp concepts of APA Style.
5. Recognize how the practical applications of media theory.

Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

Grading System

Grading System: (Out of 1000 points)

Module Discussions (12 x 12.5pts)= 150pts

Scholarly Article Critiques (2 x 50pts)= 100pts

Module Assignments= (3)= 250pts

Module Activities=100pts

Midterm: Annotated Bibliography= 150pts

Final: Research Proposal= 200pts

Attendance

COURSE ATTENDANCE POLICY

Attendance, timeliness, and participation are required and part of your grade. Please keep in mind that *any* absence is likely to have a detrimental effect on your grade.

- More than two unexcused absences will result in a letter reduction in your course grade.
- More than five unexcused absences will result in failure of the course.
- Excused absences include participation in recognized school events and illness verified by a doctor's note.
- If you are tardy three times, it equals one absence.
- *A request for consideration of an exception to this policy must be submitted in writing to the department chair.*

Class Policies

1. All assignments in this course will be graded using a standardized rubric located in Canvas, which is made available to students on the first day of the course.
2. Any assignments requiring a written paper/reflection must be in the style of APA formatting; double spaced and at least 3 scholarly references. (<https://owl.english.purdue.edu/owl/resource/560/01/>)
3. All assignments are provided ahead of time and are submitted using Canvas by their assigned due date listed in the syllabus (typically Sundays at 11:59pm). Late assignments will not be accepted and will receive a zero.
4. Assignments may not be emailed, handwritten, or printed out and given to the professor, unless otherwise noted.
5. Students are responsible for what transpired if they miss a class. Our Canvas class site will keep you informed of all assignments and rubrics, as well as provide the Powerpoint or discussion notes for each week.
6. Cellphone use is not permitted in class. Laptop, tablet computers and other electronic devices are allowed for (quiet) note taking only: i.e., other activities such as checking personal e-mail or browsing the Internet are prohibited, unless being used

in conjunction with classwork and research.

Course Outline/Schedule

Module	What's Due
Module One- Foundations of Research Thinking	Module One Discussion: Mapping Your Communication Interests Module One Activity: Research & Writing Support
Module Two- Developing a Research Topic	Module Two Discussion: Exploring Research Topics
Module Three- Developing Research Questions	Module Three Discussion: Refining Your Potential Research Topics Module Three Assignment: Scholarly Article Critique #1
Module Four- Writing the Introduction	Module Four Discussion: Anatomy of an Introduction
Module Five- Writing the Rationale	Module Five Discussion: Rational Rationales Module Five Assignment: Research Proposal Introduction
Module Six- Researching Your Topic	Module Six Discussion- Share an Interesting Article Module Six Assignment: 15 Scholarly Sources
Module Seven- Developing an Annotated Bibliography	Module Seven Discussion: Biggest Challenge Module Seven Midterm: Annotated Bibliography
Module Eight- Institutional Review Boards	Module Eight Discussion: Historical Research Abuses Module Eight Activity: IRB Training
Module Nine- Continuing the Research	Module Nine Discussion: Share an Interesting Article Module Nine Assignment: Annotated Bibliography Revision
Module Ten- Crafting the Literature Review	Module Ten Discussion: Topical Headings Organization
Module Eleven- Literature Review Draft	Module Eleven Discussion: Preventing Burnout Module Eleven Assignment: Literature Review Rough Draft
Module Twelve- Putting It All Together	Module Twelve Discussion: TBD
Module Thirteen- The Peer Review Process	Module Thirteen Discussion: Offering Peer Support Module Thirteen Activity: Peer Reviews
Module Fourteen- Proposal Preparations	Module Fourteen Discussion: Death by PowerPoint
Module Fifteen- Final Research Proposal	Module Fifteen Discussion: Final Research Presentation Module Fifteen Assignment: Final Research Proposal

Piedmont Policies

Piedmont University adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

The Learning Center exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, and writing. Our tutors are selected by department chairs, trained in the art of tutoring, and monitored to provide the individualized attention our students need to achieve their personal best. We offer by-appointment or walk-in hours during both working and after-business hours. For more information, please visit: <https://www.piedmont.edu/learning-center> or call 706-778-8500, ext. 1503 (Demorest) or 706-543-6973 (Athens).

Accessibility and Accommodations: It is the university's goal that learning experiences be as accessible as possible. Should you choose to disclose a disability, contact your professor and the **Office of Accessibility, Resources and Services (OARS)** so that possible accommodations can be discussed. Accommodations are designed to minimize the impact of a disability and ensure access to programs for all students with disabilities. Piedmont University, professors and staff make every effort to provide reasonable and appropriate accommodations. The Coordinator of OARS can be reached at OARS@piedmont.edu or 706-778-8500, ext. 1504.

Statement on Academic Integrity: Students must be familiar with the university academic integrity policy. Plagiarism, the intentional or unintentional use of another's words or ideas as one's own, will not be tolerated. Instructors must send any Academic Integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

Directives on Completion of Student Work: Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources **UNLESS** permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

Student Email Policy: All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy). Since the Lions account is the official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

Withdrawal Policy: Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 16 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at <https://piedmont.smartcatalogiq.com/> for the particulars regarding the withdrawal policy.

Excused Absence Policy: Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog.

Starfish®: We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful! In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. We will be!

Piedmont University Library is dedicated to student success both on- and off-campus. The Library's website (library.piedmont.edu) offers the fastest, simplest solution to finding the authoritative sources you need. In addition to our online catalog, you will find valuable resources for every subject and discipline: journal citations and full-text articles, books and ebooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: reference assistance is available via chat or email.

