Course Description
This is an introductory course designed to acquaint the student with the survey of mass communication. MCOM 1307.503 Survey of Mass Communication (3 credits) is an online class with a 1-hour final examination for 16 weeks. The course contains extensive content of the media’s role in society through the development, functions, organization, evolution, and news process of the media in a face-to-face lecture course. Students are expected to be abreast of current events to discuss the role of the media. Students will have 5 multiple-choice exams throughout the semester and four discussion assignments posted on D2L/Brightspace.

Use of any artificial intelligence (AI) software or tool, such as ChatGPT, to complete any assignment, including but not limited to any exams, research projects, or written work produced in the class, is considered a violation of the Academic Dishonesty policy and will be treated by the instructor as such.

Course Contact Hours and Study Hours
Weekly activities including exams, reading assignments, and discussion posts will average a minimum of 4-8 hours of reading, discussions, prep and studying each week. You are highly encouraged to email Dr. Cho via email for any questions you may have along the way.

General Education Core Curriculum and Program Learning Outcomes
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

CO1 – Critical Thinking Skills (CTS) – including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
CO2 - Communication Skills (CS) – including effective development, interpretation and expression of ideas through written, oral and visual communication
CO3 - Empirical and Quantitative Skills (EQS) – including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
CO4 - Social Responsibility (SR) – including intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
CO5 – Teamwork (TW) – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
CO6 - Personal Responsibility (PR) – including the ability to connect choices, actions and consequences to ethical decision-making by enrolling in MCOM 1307 Survey of Mass Communication you are also enrolling in a Coe Curriculum Course that fulfills the CRITICAL THINKING (CTS), COMMUNICATION (CS), EMPIRICAL AND QUANTITATIVE (EQS) AND SOCIAL RESPONSIBILITY (SR) requirement.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Assignment Title</th>
<th>Date Due (Write it in)</th>
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Core Objective
Definition
Assignment Title
Date Due (Write it in)
### Critical thinking skills
To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Discussion 3

### Communication skills
To include effective development, interpretation and expression of ideas though written, oral, and visual communication
Discussion 2

### Empirical and Quantitative skills
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Discussion 1

### Social responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
Discussion 4

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**Student Learning Outcomes**

**SLO1-** Understand the history of media’s development, evolution and role in society. This objective links directly to CO1 & CO4.

**SLO2-** Demonstrate communication skills through classroom participation and discussion questions concerning the functions and organization of mass communication. This objective links directly to CO1 and CO2.

**SLO3-** Identify and compare sound research in mass communication determining strengths and weakness of consistent and inconsistent findings. This objective links directly to CO1 & CO3.

**SLO4-** Identify, compare, and contrast influences through the media on social responsibility, behaviors and experiences of individuals, groups, cultures and global communities. This objective links directly to CO4.

**Text and Materials**


**Technology requirement:** As you have elected to enroll in an online course, it is your responsibility to acquire a consistent, stable, dependable computer and Internet connection with which to complete the assignments for the course by the deadlines indicated on the Semester Calendar. It is not the responsibility of the instructor to provide additional time for assignments or exams or an alternative means of completing the course due to technological issues on your part. Just as it is your responsibility to acquire and maintain adequate transportation to attend a face-to-face course, it is your responsibility to secure the technological means to participate in and complete this course.

**Grading:**

**EXAMS:** During this course you will take five tests designed to evaluate your understanding of the material. Tests can be cumulative by nature of the materials but has primary focus to test material covered in each module. The exams will consist of multiple-choice questions and will be timed. You will have 50 minutes to take each exam once you get started. Once the time limit is up you will be forced to submit what you have done. Please save your answers several times throughout the exam. You will not be able to save answers after the time limit is up. **There will be no make-up exam without a university-approved, documented excuse.** If you miss an exam, it is your responsibility
to contact me within one day of the missed exam to initiate a discussion of if and when you will be allowed to take a make-up exam.

**DISCUSSIONS:** Discussions will take place at various intervals throughout the course and can be accessed either directly through the associated learning module or in the purple navigation bar above by selecting Course Tools, then Discussions. In a discussion, you must post your own response to the prompt and, if required, respond to other students. *"I agree" is not a response to another student that will merit points:* this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to reply to other students’ postings with oppositional points of view, but you must speak respectfully. Please remember that the discussion board is an academic environment and should be treated as such; **proper grammar and spelling are expected.** Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you may not fully understand each module's content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

**Exams:** 5 @ 100 points each = 500  
**Discussions:** 4 @ 20 points each. = 80  
**Introduction Video:** 10 points = 10  
**Pre/Post tests:** 2 @ 5 pts each. = 10  

**TOTAL** 600 pts

**Grade Scale:**
- 600-540 = A  
- 539-480 = B  
- 479-420 = C  
- 419-390 = D  
- Below 389 = F

*It is your responsibility to keep up with your grades and to calculate your current average for your own knowledge.*

**Class Policy**

**Attendance:** As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. However, there are firm deadlines for the course outlined on the Semester Calendar below. I strongly encourage you to log into the course at least every other day. Refer to the Course Design, Interaction, and Tech Support page for information on how much time you should expect to spend on this course each week.

**Late Works:** Late submissions will not be accepted except under exceptional circumstances, such as medical emergencies or other unforeseeable events, and only if the instructor is notified in advance. The decision to accept late work under these conditions is at the instructor's discretion and requires appropriate documentation.

**24/7 Policy:** I enforce a strict 24/7 policy regarding grade discussions. Students are required to approach me within 24 hours after grades are posted. After this initial 24-hour period, a window of 7 business days is available for any discussions or queries related to the posted grade. Once this 7-day period lapses, the opportunity to discuss or contest the grade is closed. This policy is designed to encourage students to stay informed about their grades and to prevent last-minute appeals for grade adjustments at the end of the semester. Additionally, waiting for 24 hours before initiating a discussion allows time for any necessary cooling off, ensuring that any dialogue with the instructor is conducted in a professional manner.

**Professionalism Expectations:** As you advance in your studies at the junior and senior levels, you should expect course work to become more demanding. You are expected to complete all readings and activities assigned to the best of your ability, and this work should be at a more advanced level than what was expected in courses in the core curriculum courses. All communications in this class (including assignment submissions, email messages, and class discussions) should present you as a professional in the field. This means that you should always use professional
language, proper spelling/grammar/punctuation, appropriate addresses, and completeness in your communications. Each communication you make will help shape your professional image, and this class is the time to practice this. Always proofread your messages from the standpoint of your receiver and make adjustments as needed.

**Course Calendar**

**Disclaimer:** The course schedule, including the dates, course content, and assignments, are subject to change at the instructor's discretion. Students have the responsibility to attend class to be notified of these changes. Do not expect announcements or memos regarding schedule changes to be shared on D2L or via email. It is advised that students collect contact information from classmates to share and receive such updates. Staying informed about any modifications announced by the instructor during the semester is crucial.

**Tentative Schedule:** The instructor holds the right to modify the content and schedule of the syllabus. Should a change be required, it will be announced via D2L/Brightspace.

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<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Specifications</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Module 1 (Ch 1-3)</td>
<td>First week of school Note each module opens on Monday and closes on Friday.</td>
<td>Pretest* Intro video Exam 1 Ch. 1-3 Discussion 1 Turn in syllabus acknowledgement form</td>
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<td>June 3 - June 7</td>
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<tr>
<td>Week 2</td>
<td>Module 2 (Ch 4-6)</td>
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<td>Exam 2 Ch. 4-6 Discussion 2</td>
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<td>June 10 - June 14</td>
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<tr>
<td>Week 3</td>
<td>Module 3 (Ch 7-9)</td>
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<td>Exam 3 Ch. 7-9 Discussion 3</td>
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<td>June 17 - June 21</td>
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<tr>
<td>Week 4</td>
<td>Module 4 (Ch 10-13)</td>
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<td>Exam 4 Ch. 10-13 Discussion 4</td>
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<td>June 24 - June 28</td>
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<tr>
<td>Week 5</td>
<td>Module 5 (Ch 14-16)</td>
<td>Last week of school</td>
<td>Exam 5 Ch 14-16 Posttest* Discussion 5</td>
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<tr>
<td>July 1 - July 5</td>
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*indicates keystone events, defined by policy as, "a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed.*

**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the
beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Academic Integrity (4.1)

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty and abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf.

Use of any artificial intelligence (AI) software or tool, such as ChatGPT, to complete any assignment, including but not limited to any exams, research projects, or written work produced in the class, is considered a violation of the Academic Dishonesty policy and will be treated by the instructor as such.

Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being.
These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)  [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202  [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services

*Updated: February 2023*

- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

936.468.4008 thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255) • Crisis Text Line: Text HELLO to 741-741