



# MEDIA 120 | Introduction to Emergent Media

Spring 2022 – 3 credits – Mondays and Wednesday, 3-4:15 p.m. – Bakeless 309

### Catalog Description

Explores the history and fundamental principles of emerging media in the Mass Communications field. This foundational level course develops students’ media and information literacy, knowledge and skills, and prepares them for an expanding technological society. The course is required for students majoring in Mass Communications, is open to non-majors, and has no prerequisites.

### Quick Links

<a href="#">Assignments</a>	<a href="#">Assignment Descriptions</a>	<a href="#">Class Meetings</a>	<a href="#">Course Objectives</a>
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**\*The current version of the course syllabus will be uploaded to BOLT with the revision date included in the file name\***

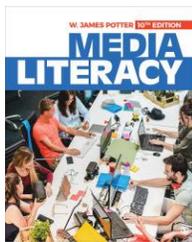
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**Office Hours**

Mondays: 2-2:50 p.m.  
 Wednesdays: 10-11:50 a.m. plus 2-2:50 p.m.  
 Thursdays: 1:30-3:00 p.m. (Help Lab in Media Hub, McCormick 1229)

If these times do not work, please email me three (3) possible times that work better for you.



**Required Text**

Potter, W. J. (2021). *Media Literacy*: 10<sup>th</sup> Edition.

As electronic media are constantly evolving, it is imperative that you get the latest edition of the textbook, not an older edition, as the content will likely be outdated.

**Course Objectives**

After successful completion of this course, students will be able to:

- Describe how traditional and emerging media have influenced the mass communication field
- Compare how media types have developed historically
- Describe media types that exist in other cultures
- Identify the impact of emerging media upon society and its culture
- Identify a current issue in emerging mass communications technology and provide an analysis of its impact

**Class Meetings**

Class meets twice a week for 75-minute sessions. Class time will consist of lectures, videos, discussions, and analysis of media artifacts. You are expected to have completed that week’s readings prior to the start of class, and you will be asked to contribute to the class discussions frequently. Not every aspect of the readings will be discussed in class; you are still responsible for the material not discussed. Lecture slides will be available on BOLT after class, and you are encouraged to collaboratively take notes for use on quizzes, assignments, and tests. If you cannot make a class period, please

<b>General Education Points</b>	
Goal 1, Communication	1 GEP
Goal 2, Information Literacy	1 GEP
Goal 4, Cultures and Diversity	1 GEP

email me BEFORE the class starts letting me know (e.g., in the case of sickness, death in the family, military service, etc.).

**Collaborative Notes**

New this semester, I am experimenting with the concept of **collaborative notes**. I will create public Google Docs for each week of the semester that you can take notes on with your classmates. Feel free to use these notes and participate if you want; if you'd rather take your own notes, that's fine, too. Collaborative notetaking has to potential to help students perform better on quizzes, assignments, and tests because the collective wisdom of the class is at your disposal, filling in any gaps that your own private notes might miss. You can use these collaborative notes alongside traditional PPT slides.

**Assignments**

Your grade will be based on the following assignments.

Attendance/Minute Papers (22 times)	100
Blog Set-Up	30
Blogs (4 times)	120
Chapter Quizzes (12 times)	200
Exam 1	120
Exam 2	160
Current Issue Analysis	70
<u>Exam 3</u>	<u>200</u>
<b>Total:</b>	<b>1,000 points</b>

**Grading Scale**

Grades are based on total points:

A	925-1,000
A-	900-924
B+	880-899
B	820-879
B-	800-819
C+	780-799
C	720-779
C-	700-719
D+	680-699
D	600-679
F	0-599

The grading scale is non-negotiable. A final grade of 879, for instance, is a B. All grades are final unless questions about grades are addressed in writing within **2 weeks** after the grade is posted. If you have concerns about your grades check with me *sooner* in the semester rather than *later*.

The reason I do not round up grades is to remain fair for all students. If I round up a grade for a student who is one point below the cut-off, what do I do for the student who is 2 points below the cut-off? Three points? Five? At some point, there has to be a cut-off to ensure fairness.

**Please check the START HERE module on BOLT for full Grading Policies, including the late work policy.**

### Assignment Descriptions

The following are brief descriptions of your assignments this semester. [More detailed directions are provided on BOLT, along with grading rubrics.](#)

#### **Attendance/Minute Papers (5 points each; 100 points total)**

Much of the learning for this class will take place in [live, face-to-face meetings](#). During most class periods, you will write short “minute papers.” These papers will be related to the topic of the day and will give you a moment to collect your thoughts. These papers are not meant to be formal expressions of writing. [You will not be graded on spelling, grammar, punctuation, or structure.](#) You can even write in bullet points if you want! The purpose of these papers is to get you actively thinking about that day’s topic. We will then discuss the topic further as a class.

At the conclusion of class, you will hand in your minute paper. You should write your name clearly on top in the form of LAST NAME, FIRST NAME. This will serve as your attendance for the day. [You can only hand in one paper. You may not hand in papers of friends who leave class early or don’t show up.](#) There will be 22 minute papers total this semester, though I will only count 20 minute papers toward your final grade, meaning you can miss 2 minute papers and not be penalized. We will have minute papers most, but not all, class periods. [If you are sick, please stay home. Email me within 24 hours to be excused from missing class.](#)

#### **Blog Set-Up (30 points)**

In this course you will be introduced to the blogging platform WordPress, one of the most used content management systems on the web. You will learn how to create the blog, how to configure it, how to post, and how to add hyperlinks and multimedia. Your first task will be setting up a professional blog.

#### **Blogs (30 points each; 120 total)**

Throughout the semester you will have guided discussion prompts that relate to course content. These posts should engage with the readings and outside sources, and incorporate multimedia.

#### **Chapter Quizzes (20 points each; 200 points total)**

Most weeks, you will complete a short reading quiz on BOLT about that week’s chapter. These quizzes are 10 questions long, with each question worth 2 points (20 points total). The purpose of these quizzes is to help you get acquainted with the readings, and some of these questions may show up on the exams. There are 12 quizzes total this semester, though only 10 count toward your final grade, meaning the 2 lowest scoring quizzes are dropped.

#### **Current Issue Analysis (70 points)**

For your final blog entry of the semester, you will identify a current issue in emerging media technology, research it, and provide an analysis of the impact this issue has on some aspect of society. Think of this assignment as a research paper, but in digital format. The lectures and readings are good places to look for topics.

**Exams (120 points, 160 points, 200 points: 480 points total)**

Roughly half of your grade will come from exams. These exams will cover material from the readings and lectures. Exams will be conducted in-class. Each exam is 40 questions in length. For the first exam, questions are worth 3 points (120 total); for the second, questions are worth 4 points (160 total); and for the third exam, questions are worth 5 points (200 total). As you get more comfortable with the format of the exams, the point value increases. Exam 1 covers Weeks 1-5, exam 2 covers weeks 6-10, and exam 3 covers weeks 11-15.

**The Academic Honesty, Discussion Cycle, Grading, and Special Needs Policies are available on BOLT under the START HERE module. You should review these policies frequently.**

**Masking Requirement**

In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including the indoor masking mandate that requires all vaccinated and unvaccinated students, employees, and visitors to wear masks indoors. This requirement applies to in-person instruction, including this class.



This mandate is designed to limit the transmission of the virus within our community and preserve our ability to offer an in-person learning experience throughout the semester. This mandate follows the [CDC \(Centers for Disease Control\) recommendations](#) for fully vaccinated individuals living, working, or attending school in counties with substantial or high transmission rate.

Failure to follow this campus mandate may result in referrals and/or action under the [Student Code of Conduct](#) and/or the [Student Disruptive Behavior Policy](#), depending on the specifics of the situation. Students are expected to be aware of their obligations and responsibilities as part of the BU community as outlined in both documents.

We are part of a community of learning which aspires to be a diverse community that produces positive change. **Consequently, respect for these protocols is an expectation for everyone enrolled in this course.** Following these guidelines gives BU additional tools, beyond vaccinations alone, of limiting widespread infections and allowing face-to-face teaching to continue for the academic year.

**What If I Don't Feel Well or Contract COVID-19?**

Due to the circumstances surrounding COVID-19, if you are not feeling well, it is your responsibility to stay home and take action. Prompt communication, regardless of reason for an

absence, is important. Contact your professors AS SOON AS POSSIBLE to plan for missed work. Prompt communication is necessary to develop a plan will not incur grade reduction.

If you suspect you have COVID-19, or that you have been in contact with someone who has COVID-19, you should immediately get tested and quarantine, even if you are vaccinated. [Check the CDC for current quarantine guidelines.](#)

### **Course Schedule and Checklist**

**How to Use:** Please print off this checklist, and use it week to week to keep track of assignments, readings, and other activities. I endeavor hard to never change due dates. The due dates for all assignments are included in the following schedule, as well as on BOLT. You should consider putting these due dates into a planner or digital device.

Week Begins	Activities
<p><u>Week 1</u> Monday, Jan. 24</p>	<p><b>Monday, Jan. 24: Classes Begin</b>  <b>First Week: Both classes on Zoom. See BOLT for details.</b></p> <p><b>Monday, Jan. 24 Lecture</b>  <input type="checkbox"/> Course Introduction</p> <p><b>Wednesday, Jan. 26 Lecture</b>  <input type="checkbox"/> Media Literacy</p> <p><b>Read (33 min total)</b>  <input type="checkbox"/> (START HERE module on BOLT) Course Syllabus (7 min), Academic Honesty and Plagiarism Policies (3 min), Grading Policies (4 min), and Special Needs (1 min)  <input type="checkbox"/> Potter, Chapter 1: Why Increase Media Literacy? (18 min)</p> <p><b>Assignment</b>  <input type="checkbox"/> No assignments! Get settled into the semester.</p>
<p><u>Week 2</u> Monday, Jan. 31</p>	<p><b>Monday, Jan. 31: DEADLINE FOR ADD/DROP</b>  <b>Monday, Jan. 31 Lecture</b>  <input type="checkbox"/> Introduction to Blogging (please bring your laptop to class)</p> <p><b>Wednesday, Feb. 2 Lecture</b>  <input type="checkbox"/> Media Literacy continued</p> <p><b>Read (40 min total)</b>  <input type="checkbox"/> Potter, Chapter 2: Media Literacy Approach (34 min)  <input type="checkbox"/> <a href="#">Set Up Your Blog in Five Steps</a> (6 min)</p> <p><b>Assignments</b>  <input type="checkbox"/> Blog Set-Up. Link posted to BOLT by <b>Sunday, Feb. 6 at 11:55 p.m.</b>  <input type="checkbox"/> Quiz 1: Chapters 1 and 2 due to BOLT by <b>Sunday, Feb. 6 at 11:55 p.m.</b></p>

Week Begins	Activities
<p><u>Week 3</u> Monday, Feb. 7</p>	<p><b>Monday, Feb. 7 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Media Effects</li> </ul> <p><b>Wednesday, Feb. 9 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Media Effects continued (please bring your laptop if you have questions on WordPress)</li> </ul> <p><b>Read (58 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 3: Broadening Our Perspective on Media Effects (30 min)</li> <li><input type="checkbox"/> Potter, Chapter 4: How Does the Media Effects Process Work? (28 min)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blog 1 posted to WordPress, and link posted to BOLT by <b>Sunday, Feb. 13 at 11:55 p.m.</b></li> <li><input type="checkbox"/> Quiz 2: Chapters 3 and 4 due to BOLT by <b>Sunday, Feb. 13 at 11:55 p.m.</b></li> </ul>
<p><u>Week 4</u> Monday, Feb. 14</p>	<p><b>Monday, Feb. 14 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Life Cycle of Media</li> </ul> <p><b>Wednesday, Feb. 16 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Media Convergence</li> </ul> <p><b>Read (54 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 5: Development of the Mass Media Industries (44 min)</li> <li><input type="checkbox"/> <a href="#">Two Years In, Who is Winning the Streaming Wars?</a> (6 min)</li> <li><input type="checkbox"/> <a href="#">HBO Max Might Have Outsmarted the Streaming Wars</a> (4 min)</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 3: Chapter 5 due to BOLT by <b>Sunday, Feb. 20 at 11:55 p.m.</b></li> </ul>
<p><u>Week 5</u> Monday, Feb. 21</p>	<p><b>Monday, Feb. 21 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Media Economics; Studying for Exam 1</li> </ul> <p><b>Wednesday, Feb. 23 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Media Economics continued (please bring laptop/device for in-class activity)</li> </ul> <p><b>Read (1 hr 18 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 6: Economic Perspective (40 min)</li> <li><input type="checkbox"/> Potter, Issue 1: Ownership of Mass Media Businesses (38 min)</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No assignments. Study for Exam 1.</li> </ul>

Week Begins	Activities
<p><u>Week 6</u> Monday, Feb. 28</p>	<p><b>Monday, Feb. 28— No Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exam 1 in class. Covers Weeks 1-5. Bring pencils or blue/black ballpoint pens.</li> </ul> <p><b>Wednesday, March 2 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How Media Industries View Audiences; Mid-Semester Survey (in class)</li> </ul> <p><b>Read (26 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 7: Audience: Industry Perspective (26 min)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blog 2 posted to WordPress, and link posted to BOLT by <b>Sunday, March 6 at 11:55 p.m.</b></li> <li><input type="checkbox"/> Quiz 4: Chapter 6 due to BOLT by <b>Sunday, March 6 at 11:55 p.m.</b></li> </ul>
<p><u>Week 7</u> Monday, March 7</p>	<p><b>Monday, March 7 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bloom’s Taxonomy and Metacognitive Learning Strategies</li> </ul> <p><b>Wednesday, March 9 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Media Audiences, continued</li> </ul> <p><b>Read (1 hr 56 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Power of Bloom’s Taxonomy and the Study Cycle [PDF reading] (34 min)</li> <li><input type="checkbox"/> Metacognitive Learning Strategies at Work [PDF reading] (38 min)</li> <li><input type="checkbox"/> Potter, Chapter 8: Audience: Individual Perspective (44 min)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 5: Chapter 7 due to BOLT by <b>Sunday, March 13 at 11:55 p.m.</b></li> <li><input type="checkbox"/> Quiz 6: Chapter 8 due to BOLT by <b>Sunday, March 13 at 11:55 p.m.</b></li> </ul> <p style="color: red; text-align: center;"><i>If you are going somewhere for Spring Break, submit quizzes before you leave!</i></p>
<p><u>Week 8</u> Monday, March 14</p>	<p style="color: green; text-align: center;"><b>Spring Break Week!</b></p>
<p><u>Week 9</u> Monday, March 21</p>	<p><b>Monday, March 21 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Entertainment Media</li> </ul> <p><b>Wednesday, March 23 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Media Violence (please bring laptop/device for in-class activity)</li> </ul> <p><b>Read (1 hr 18 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 9: Entertainment (48 min)</li> <li><input type="checkbox"/> Potter, Issue 3: Media Violence (30 min)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blog 3 posted to WordPress, and link posted to BOLT by <b>Sunday, March 27 at 11:55 p.m.</b></li> <li><input type="checkbox"/> Quiz 7: Chapter 9 due to BOLT by <b>Sunday, March 27 at 11:55 p.m.</b></li> </ul>

Week Begins	Activities
<p><u>Week 10</u> Monday, March 28</p>	<p><b>Monday, March 28 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advertising; Studying for Exam 2</li> </ul> <p><b>Wednesday, March 30 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Privacy</li> </ul> <p><b>Read (1 hr 34 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 10: Advertising (38 min)</li> <li><input type="checkbox"/> Potter, Issue 4: Privacy (56 min)</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No assignments. Study for Exam 2.</li> </ul>
<p><u>Week 11</u> Monday, April 4</p>	<p><b>Monday, April 4—No Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exam 2 in class. Covers Weeks 6-10. Bring pencils or blue/black ballpoint pens.</li> </ul> <p><b>Wednesday, April 6 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> News Literacy (please bring laptop/device for in-class activity)</li> </ul> <p><b>Read (58 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 11: News (50 min)</li> <li><input type="checkbox"/> <a href="#">News Platform Fact Sheet</a> (4 min)</li> <li><input type="checkbox"/> <a href="#">Digital News Fact Sheet</a> (4 min)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blog 4 posted to WordPress, and link posted to BOLT by <b>Sunday, April 10 at 11:55 p.m.</b></li> <li><input type="checkbox"/> Quiz 8: Chapter 10 due to BOLT by <b>Sunday, April 10 at 11:55 p.m.</b></li> </ul>
<p><u>Week 12</u> Monday, April 11</p>	<p><b>Monday, April 11 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Video Games</li> </ul> <p><b>Wednesday, April 13 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Video Games continued</li> </ul> <p><b>Read (51 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 12: Competitive Experiences (36 min)</li> <li><input type="checkbox"/> 2021 Essential Facts About the Computer and Video Game Industry [pdf reading] (15 min)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 9: Chapter 11 due to BOLT by <b>Sunday, April 17 at 11:55 p.m.</b></li> <li><input type="checkbox"/> Quiz 10: Chapter 12 due to BOLT by <b>Sunday, April 17 at 11:55 p.m.</b></li> </ul>

Week Begins	Activities
<p><u>Week 13</u> Monday, April 18</p>	<p><b>Monday, April 18 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social Media (please bring laptop/device for in-class activity)</li> </ul> <p><b>Wednesday, April 20 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social Media continued (please bring laptop/device for in-class activity)</li> </ul> <p><b>Read (40 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 13: Social Networking Experiences (36 min)</li> <li><input type="checkbox"/> <a href="#">Social Media Fact Sheet</a> (4 min)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 11: Chapter 13 due to BOLT by <b>Sunday, April 24 at 11:55 p.m.</b></li> </ul>
<p><u>Week 14</u> Monday, April 25</p>	<p><b>Monday, April 25 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ownership of Media</li> </ul> <p><b>Wednesday, April 27 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Media Piracy (please bring your laptop if you have questions on WordPress)</li> </ul> <p><b>Read (20 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 14: Acquisition Experiences (20 min)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current Issue Analysis posted to WordPress, and link posted to BOLT by <b>Sunday, May 1 at 11:55 p.m.</b></li> <li><input type="checkbox"/> Quiz 12: Chapter 14 due to BOLT by <b>Sunday, May 1 at 11:55 p.m.</b></li> </ul>
<p><u>Week 15</u> Monday, May 2</p>	<p><b>Friday, May 6: Last Day of Classes/Last Day to Withdraw from a Course</b></p> <p><b>Monday, May 2 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing Media Literacy Going Forward; Studying for Exam 3</li> </ul> <p><b>Wednesday, May 4 Lecture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enhancing Your Skills in Media Creation</li> </ul> <p><b>Read (40 min total)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potter, Chapter 15: Helping Yourself and Others to Increase Media Literacy (40 min)</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No assignments. Study for Exam 3.</li> </ul>
<p><u>Week 16</u> Monday, May 9</p>	<p><b>May 9-12: FINALS WEEK</b></p> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exam 3 in class. Covers Weeks 11-15. Bring pencils or blue/black ballpoint pens. <b>Special Exam Time: Monday, May 9 from 2:45-4:45 p.m.</b></li> </ul> <p><b>Friday, May 20: GRADES AVAILABLE TO VIEW ON MyHusky</b></p>