

JOUR 749

# Literature of Mass Communication

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Office Hours: *TBD and by appointment.*

Fall 2023

SJMC 316

Wednesdays, 10:00am–1:00pm

“It is not enough for communication specialists to acquire skill in surveying, content analysis, or other technical operations. A genuine profession can be said to complement skill with enlightenment.”

— Harold Lasswell, 1972, *Public Opinion Quarterly* 36(3), p. 306

## Bulletin Course Description

Methods for locating, evaluating, and abstracting information from literature relevant to the study of mass communication.

## Course Description

Graduate students in the field of mass communication must be able to locate, learn from, and apply scholarly research in order to be successful academically and professionally. This course is designed to build those necessary skills. Students will be introduced to the “behind the scenes” aspects of academic publishing both to become better consumers of research and to prepare for the eventual publication of their own work. Alongside this information about the structure of publishing, they will also receive guidance in how to read (and later, write) research. The course culminates in a research project that will demonstrate the mastery of these skills.

## Student Learning Outcomes

Students who successfully complete this course will:

- Learn the venues where research on mass communication is distributed
- Build skills to locate and organize research on mass communication
- Gain experience making scholarly conclusions on the basis of published research
- Be familiar with the process of academic publishing in the discipline of mass communication
- Understand how research is crafted into a publishable format

## Required Materials

### *Textbooks and readings*

There are no required textbooks. All readings will be posted to Blackboard in advance of the class session for which they are due.

## Technology requirements

Links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations
- Reliable Internet access and a UofSC email account
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard)
- Microsoft Word as your word processing program
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the Service Desk

([https://www.sc.edu/about/offices\\_and\\_divisions/university\\_technology\\_services/support/servicedesk.php](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php)).

## Minimal technical skills needed

Minimal technical skills are needed in this course. Most course work will be completed and submitted in Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you need to have include the ability to:

- Organize and save electronic files
- Use UofSC email and attached files
- Check email and Blackboard daily
- Download and upload documents
- Locate information with a browser
- Use Blackboard.

## Evaluation

This class will use the standard USC grading scheme:

<b>A</b>	90-100%	<b>B+</b>	85-89.99%	<b>B</b>	80-84.99%
<b>C+</b>	75-79.99%	<b>C</b>	70-74.99%	<b>D+</b>	65-69.99%
<b>D</b>	60-64.99%	<b>F</b>	0-59.99%		

## Assignments

<b>Assignment</b>	<b>% Total</b>
Assignments	25%
Concept Explication Paper	25%
Citation Analysis Paper	15%
Final Paper	25%
Final Presentation	10%
<b>Total</b>	<b>100%</b>

### Assignments

Periodically, there will be additional assignments designed to assess the skills related to a given week's reading. These generally take the form of a short paper that might require students to do some additional research and relate outside work to the materials discussed in class.

### Explication Paper

This is a short paper in which you will choose a communication concept, research it, and fully explicate it as defined in your Chaffee (1991) reading.

### Citation Analysis Paper

This short paper complements the explication paper, ideally focusing on the same concept. You will trace the scholarly roots of your concept, identifying key articles and books from before the year 1980. Using your research skills, you will identify other ways those works have influenced present-day research.

### Final Paper

Building on both of the previous papers, you will provide a comprehensive literature review and concept explication of the chosen topic. Reusing your writing from the previous two papers is allowed and encouraged.

### Grade Disputes

Any dispute about a grade must be done within one week of the grade posting. You should compose an email, making clear that you are challenging the grade, with information about the assignment and details (using the rubric and guidelines) of why you feel you should receive a different score. There is no guarantee of a grade change in response to such a challenge, but you can rest assured that you will not be penalized even if additional errors are discovered.

## Course Policies

### *Reasonable Accommodation Policy*

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Student Disability Resource Center: 777-6142, TDD 777-6744, email [sasds@mailbox.sc.edu](mailto:sasds@mailbox.sc.edu), or stop by LeConte College Room 112A. All accommodations must be approved through the Student Disability Resource Center.

## *Late policy*

Late work may be accepted with full credit under most circumstances. Communication with the instructor is essential for receiving credit on late work. The goal is to be flexible, but not fall behind in the course. This policy may be changed at short notice if students are struggling to keep up without the motivation of late penalties.

## *Faculty feedback and response time*

Allow 10-14 days for grades on major assignments, although sometimes you will receive feedback sooner. In general, expect a response to emails within 24 hours on business days. If you haven't gotten a response after a couple of days, feel free to reach out again.

## *Written assignments*

All written work must be typed and should conform to APA formatting, citing, and referencing guidelines (see <http://www.apastyle.org/> and <https://owl.english.purdue.edu/owl/resource/560/01/>). Title pages and abstracts are never required, however. You will not be graded for adhering to all the details of APA formatting, but you must communicate clearly so as to avoid plagiarism and confusion.

Unless otherwise noted, assignments must be submitted no later than 11:59 p.m. on the assigned due date.

## *Academic misconduct*

### **Honor Code**

Every student has a role in maintaining the academic reputation of the university. It is imperative that you refrain from engaging in plagiarism, cheating, falsifying your work and/or assisting other students in violating the Honor Code. Two important components of the Honor Code:

- Faculty members are required to report potential violations of the Honor Code to the Office of Student Conduct and Academic Integrity.
- When a student is uncertain as to whether conduct would violate the Honor Code, it is their responsibility to seek clarification from the appropriate faculty member.

Your enrollment in this class signifies your willingness to accept these responsibilities and uphold the Honor Code of the University of South Carolina. Please review the Honor Code Policies. Any deviation from this expectation can result in a referral to the Office of Student Conduct and Academic Integrity.

### **Copyright**

Lectures and course materials (which is inclusive of my presentations, tests, exams, outlines, and lecture notes) may be protected by copyright. You are encouraged to take notes and utilize course materials for your own educational purpose. However, you are not to reproduce or distribute this content without my expressed written permission. This includes sharing course materials to online social study sites like Course Hero and other services.

Students who publicly reproduce, distribute or modify course content maybe in violation of the university's Honor Code's Complicity policy, which states: sharing academic work with another student (either in person or electronically) without the permission of the instructor. To best understand the parameters around copyright and intellectual property review <http://www.sc.edu/policies/acaf133.pdf>.

### **Collaboration**

A student's grades are to represent to what extent that individual student has mastered the course content. You should assume that you are to complete course work individually (without the use of another person or un-cited

outside source) unless otherwise indicated by the instructor. It is your responsibility to seek clarification if you are unclear about what constitutes proper or improper collaboration. For skills assignments, you will be given a more specific definition of what constitutes collaboration because seeking outside help is one of the skills you should develop.

### **Reusing course materials**

The use of previous semester course materials is not allowed in this course. This applies to homework, projects, and quizzes. Because these aids are not available to all students within the course, their use by any individual student undermines the fundamental principles of fairness and disrupts your professor's ability to accurately evaluate your work. Any potential violations will be forwarded to the Office of Student Conduct and Academic Integrity for review.

### *Diversity and inclusion*

The university is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

## Changing nature of this syllabus

The assignments, policies, and readings in this syllabus are subject to change at any time. If this occurs, the changes will be announced and an updated version of the syllabus will be posted to Blackboard.

Unless otherwise specified, quizzes, discussion posts, and other assignments are due at 11:59 PM on the date they are due.

**If the information on Blackboard contradicts this syllabus, assume the information on Blackboard is correct.**

## Schedule

This schedule provides a broad overview of the topics covered for the course and due dates for assignments. More details will be available on Blackboard, where you will access any necessary materials.

### *August 24: Introduction and Some History*

### *August 31: Concept Explication*

Chaffee, S. H. (1991). *Communication Concepts I: Explication*. Sage.

Chaffee, S. H., & Berger, C. R. (1987). What communication scientists do. In C. R. Berger & S. H. Chaffee (Eds.), *Handbook of communication science* (pp. 99–122). Sage.

### *September 7: Reading Research*

Ananny, M. (n.d.). Tips for reading an academic paper.

Edwards, P. N. (n.d.). How to read a book. <https://pne.people.si.umich.edu/PDF/howtoread.pdf>

Keshav, S. (2007). How to read a paper. *ACM SIGCOMM Computer Communication Review*, 37(3), 83–84.

Nelson, M. J. (2022). How to read journal articles like a professor.

Pain, E. (n.d.). How to (seriously) read a scientific paper. Science. Retrieved August 31, 2022, from <https://www.science.org/content/article/how-seriously-read-scientific-paper>

Rosenberg, K. (2010). Reading games: Strategies for reading scholarly sources. In C. Lowe, P. Zemliansky, D. Driscoll, M. Stewart, & M. Vetter (Eds.), *Writing spaces: Readings on writing* (pp. 210–220). Parlor Press.

### September 14: The Content of Mass Communication Research

Bryant, J., & Miron, D. (2004). Theory and research in mass communication. *Journal of Communication*, 54(4), 662–704. <https://doi.org/10.1111/j.1460-2466.2004.tb02650.x>

Chung, C. J., Barnett, G. A., Kim, K., & Lackaff, D. (2013). An analysis on communication theory and discipline. *Scientometrics*, 95(3), 985–1002.

Perloff, R. M. (2015). Mass communication research at the crossroads: Definitional issues and theoretical directions for mass and political communication scholarship in an age of online media. *Mass Communication and Society*, 18(5), 531–556. <https://doi.org/10.1080/15205436.2014.946997>

### September 21: Finding Research (Demonstrations)

Hample, D. (2008). Issue forum: Breadth and depth of knowledge in communication. *Communication Monographs*, 75(2), 111–135. <https://doi.org/10.1080/03637750802088323>

### September 28: Academic Journals and Citation Metrics

Belcher, W. L. (2019). Introduction. In *Writing your journal article in twelve weeks, second edition: A guide to academic publishing success*. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226500089.001.0001>

Dougherty, M. R., & Horne, Z. (2019). *Citation counts and journal impact factors do not capture research quality in the behavioral and brain sciences*. <https://doi.org/10.31234/osf.io/9g5wk>

Ioannidis, J. P. A., Boyack, K., & Wouters, P. F. (2016). Citation metrics: A primer on how (not) to normalize. *PLOS Biology*, 14(9), e1002542. <https://doi.org/10.1371/journal.pbio.1002542>

Trepte, S., & Loths, L. (2020). National and gender diversity in communication: A content analysis of six journals between 2006 and 2016. *Annals of the International Communication Association*, 44(4), 289–311. <https://doi.org/10.1080/23808985.2020.1804434>

*Understanding research metrics*. (n.d.). Editor Resources. Retrieved September 21, 2022, from <https://editorresources.taylorandfrancis.com/understanding-research-metrics/>

### October 5: Peer Review

Bagchi, R., Block, L., Hamilton, R. W., & Ozanne, J. L. (2017). A field guide for the review process: Writing and responding to peer reviews. *Journal of Consumer Research*, 43(5), 860–872. <https://doi.org/10.1093/jcr/ucw066>

Huber, J., Inoua, S., Kerschbamer, R., König-Kersting, C., Palan, S., & Smith, V. L. (2022). *Nobel and novice: Author prominence affects peer review* [Working paper]. [https://static.uni-graz.at/fileadmin/sowi/Working\\_Paper/2022-01\\_Huber\\_et\\_al.pdf](https://static.uni-graz.at/fileadmin/sowi/Working_Paper/2022-01_Huber_et_al.pdf)

Neuman, W. R., Davidson, R., Joo, S.-H., Park, Y. J., & Williams, A. E. (2008). The seven deadly sins of communication research. *Journal of Communication*, 58(2), 220–237. <https://doi.org/10.1111/j.1460-2466.2008.00382.x>

## October 12: Open Science

### Concept explication paper due

Dienlin, T., Johannes, N., Bowman, N. D., Masur, P. K., Engesser, S., Kümpel, A. S., Lukito, J., Bier, L. M., Zhang, R., Johnson, B. K., Huskey, R., Schneider, F. M., Breuer, J., Parry, D. A., Vermeulen, I., Fisher, J. T., Banks, J., Weber, R., Ellis, D. A., ... de Vreese, C. (2021). An agenda for open science in communication. *Journal of Communication*, 71(1), 1–26. <https://doi.org/10.1093/joc/jqz052>

Lewis, N. A., Jr. (2020). Open communication science: A primer on why and some recommendations for how. *Communication Methods and Measures*, 14(2), 71–82. <https://doi.org/10.1080/19312458.2019.1685660>

## October 19: Catch-up

## October 26: How Research Happens

Stages in the sociological research process. (2016). In *Introduction to sociology: Understanding and changing the social world*. University of Minnesota Libraries Publishing edition, 2016. This edition adapted from a work originally produced in 2010 by a publisher who has requested that it not receive attribution. <https://pressbooks.howardcc.edu/soci101/chapter/2-2-stages-in-the-sociological-research-process/>

## November 2: Hypothesizing and Writing up Research

Gerring, J. (2009). General advice on social science writing. 10.

McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48(1), 1–30. <https://doi.org/10.1146/annurev.psych.48.1.1>

Wu, Y. P., Thompson, D., Aroian, K. J., McQuaid, E. L., & Deatrick, J. A. (2016). Commentary: Writing and evaluating qualitative research reports. *Journal of Pediatric Psychology*, 41(5), 493–505. <https://doi.org/10.1093/jpepsy/jsw032>

## November 9: Writing for the Public

Burke, K. L. (2016, December 29). *12 tips for scientists writing for the general public*. *American Scientist*. <https://www.americanscientist.org/blog/from-the-staff/12-tips-for-scientists-writing-for-the-general-public>

Ferrara, E. (2020, October 28). *On Twitter, bots spread conspiracy theories and QAnon talking points*. *The Conversation*. Retrieved November 7, 2022, from <http://theconversation.com/on-twitter-bots-spread-conspiracy-theories-and-qanon-talking-points-149039>

Fiske, S. T., & Dupree, C. (2014). Gaining trust as well as respect in communicating to motivated audiences about science topics. *Proceedings of the National Academy of Sciences*, 111, 13593–13597.  
<https://doi.org/10.1073/pnas.1317505111>

Long, J. A. (2020, February 6). Has Trump's approval rating really shot up to 49 percent? Probably not. *The Washington Post/The Monkey Cage*. <https://www.washingtonpost.com/politics/2020/02/06/has-trumps-approval-rating-really-shot-up-49-percent-probably-not/>

*November 16: Presenting Research*

**Citation analysis paper due**

Tufte, E. R. (2004). *The cognitive style of PowerPoint*. Graphics Press.

*November 23: Thanksgiving Break*

*November 30: Presentations*

Final day of classes: Final paper due