



## **Journalism 201 – INTRO TO MASS COMMUNICATION**

Credits: 4 Credits; Communication-B. Remote and Synchronous Instructional Mode

Discussion section: (according to signup)

Instructor: **Professor Mike Wagner** (5164 Vilas); [mwagner8@wisc.edu](mailto:mwagner8@wisc.edu); @prowag; #UWJ201

Office Hours: Monday 11:00 a.m. – 12:00 p.m. and by appointment

Lead TA: Xining Liao; [xining.liao@wisc.edu](mailto:xining.liao@wisc.edu)

Office Hours: Thursday 3:00 p.m. – 4:00 p.m.

We live in a *mediated society*. Every aspect of social life—our relationships with friends, family and acquaintances, our democracy and politics, our businesses and economy—are profoundly shaped by communications that pass through media of various types. Mediated communications influence how we choose our political leaders, how we learn about ideas and products and decide what to believe and what to purchase, and how we perceive other members of society.

What’s more, we live at a time of dramatic change in the media landscape. A century ago, radio was one year old and there was no broadcast television, no cable television, certainly no Internet, and the only media that could properly be thought of as ‘mass’ was the newspaper and magazine. The World Wide Web has only been with us since 1989, and few people even knew about it until the mid-to-late 1990s. Not long ago, Facebook and Twitter did not exist. Right now, companies are testing driverless cars and drone deliveries as soulless bots follow you on Instagram. The pace of change in how we communicate is so rapid that this syllabus will be partially obsolete by the time it is in your hands...if you choose to print it out in the first place.

Being aware of this, J201 is about exploring conceptual tools for understanding how and why our society’s mediated communications work the way they do. It is about getting beneath the surface layer of why we cared about who Lady Whistledown is on *Bridgerton*, or why so many started playing Chess after binge-watching *Queen’s Gambit*, or why a phony story got so many retweets, or what happened to news coverage and social media conversation after former President Trump was removed from Twitter, Facebook, and Instagram or why most folks refer to “pro-life” and “pro-choice” positions on abortion and not “anti-life” and “anti-choice.” We seek to develop knowledge and skills applicable across contexts and in different forms of media. Throughout the semester, we will pursue three broad objectives and six learning objectives:

1. First, J201 is the introductory skills course for many of the skills needed in later J School classes. It is an essential introduction to journalism and strategic communication for those considering a [major in the SJMC](#). And its extensive written and oral communication assignments fulfill the [Communication-B requirement](#) of the UW-Madison.
- Second, J201 is an introduction to the work done in the [School of Journalism & Mass Communication](#). The SJMC is a diverse department that covers a lot of ground, from the

history of journalism and mass communications to the latest technological innovations, and from public relations crisis management to analyses of how politicians and journalists communicate with the public. We will touch on all of these topics during the course, often with the help of faculty members guest-lecturing about their latest writing and research.

- Finally, because ours is such a media society, much of the content we will cover will be useful to students not majoring in journalism or strategic communication. Skills such as critical analyses of news content and advertising, knowledge of media structure, and perspectives on media effects will be useful whether you are a journalist, advertiser, business owner, scientist, doctor, consumer or citizen.

### Course Learning Outcomes

Think <i>critically</i> about consumption, production and transmission of media.	Think <i>empirically</i> about media and its effects: the perspective that we can make and test claims about what media do.	Learn about the <i>multiple roles of media</i> and the <i>contexts</i> shaping how mass communication is produced and disseminated.	Develop your thinking about the role of mass communication in <b>democratic government</b> . Roles of journalists, governments, advocates and citizens.	Understand ongoing <i>changes in the media system</i> and their long-term <i>implications</i> .	Develop a <i>normative, ethical</i> understanding of issues in media production and distribution.
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### Grades

There are 100 points possible in the class. Students may also earn up to 1.5 points of extra credit, accrued in .5-unit increments.

#### Speeches (10 points possible)

- 1 Prepared speech (5) (recorded)
- 1 Response speech (5)

#### Media analysis essays (40 points possible)

- 2 Essays (20 points each)

#### Exams (30 points possible)

- 2 Exams: one midterm worth 15 points, and one final worth 15 points

#### Participation (20 points possible)

- 3 Short writings (6 (2 points each))
- Discussion attendance and participation (7)
- Online discussion - Twitter (7)

#### Grading scale

92-100: A; 88-91.99: AB; 81-87.99: B; 76-80.99: BC  
70-75.99; C; 60-69.99: D; 59.99 and lower: F

**Rules, rights & responsibilities:** See the Guide's to [Rules, Rights and Responsibilities](#)

### **Diversity & Inclusion**

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

### **Academic integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/misconduct/academic-integrity/>.

### **Accommodations for students with disabilities**

**McBurney Disability Resource Center syllabus statement:** “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### **Religious observances**

Students must notify the instructor within the first two weeks of class of the specific days or dates on which they request religious observance relief. If you require a make-up for scheduled work, contact your TA well in advance

### **COVID Policies**

This semester is a uniquely challenging one. Our collective safety is the most important thing.

We are learning in highly uncertain times. Not only are we all dealing with a global pandemic, many people are enduring the ongoing effects of anti-Black racism that threatens the lives of

many Black people and other groups. We are entering the fall semester with significant obligations to families, children, parents, our friends, or ourselves. Many of you are starting the semester worried, tired, overburdened, exhausted, and unsure of what might happen next.

Uncertain times can also be moments of great creativity, growth, renewal and innovation.

**My pledge to you this semester is that I will lead with the following values and behaviors: transparency, flexibility, tenacity, and compassion.**

**Transparency:** Things might change. This syllabus may change. We may need to do less. I will keep you informed every step of the way.

**Flexibility:** While you should absolutely work to keep up with your assignments in this class, the circumstances of the semester are such that there may be a time(s) you cannot meet a deadline. Please let your TA or me know as soon as you can if you are going to miss a deadline.

**Tenacity:** You will get out of the class what you put into the class. That said, I understand that you might have less to put into the class right now. Still, try to read, show up prepared, do your work, and participate in class and on Twitter (#UWJ201). It might be that you feel challenged, exhausted, or overwhelmed more quickly than normal or it might be that you have huge amounts of time you did not have before and you can do even more work than normal (we likely have both groups in class). *Be honest with yourself about your capacity* – and find a way to still challenge yourself to learn as much as you can while maintaining your health and well-being.

**Compassion:** I want you to succeed. I want you to succeed in a way that works for the situation we are in. I'm happy to lend an ear, offer advice, and – most importantly – work to find an agreeable accommodation for you to make sure you get the most out of class. It is better to do this right away rather than letting work pile up.

**UW-Madison [Badger Pledge](#)**

**UW-Madison [Face Covering Guidelines](#)**

While on campus all employees and students are generally required to [wear appropriate and properly fitting](#) face coverings while present in any campus.

**Quarantine or Isolation Due to COVID-19**

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19.

Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

# Course schedule, content & readings

## Part 1: Media & society

### **Week 1 (Jan 25-29): Introduction to the Course**

Jan. 25: Welcome to J201 – Course Introduction – Please Read the Syllabus by the first class meeting.

Jan. 27: What are media? What is journalism? What is mass communication? What is the SJMC?

1. Svoboda, E. (2015, January 15). How stories change hearts and brains. *Aeon Magazine*. Retrieved from <http://aeon.co/magazine/psychology/once-upon-a-time-how-stories-change-hearts-and-brains/>
2. McMillan, Cottom, T. (2021, January 15). We Pod Black\*? Black Rhetoric & White Podcasting During White Reclamation. Retrieved from <https://tressiemcphd.medium.com/we-pod-black-black-rhetoric-podcasting-during-white-reclamation-45a953abe56d>

Jan. 29 The Power of Mass Communication

3. Wagner, M et al. (2019, March 29) What makes Wisconsin swing? *Vox.com* Retrieved from <https://www.vox.com/mischiefs-of-faction/2019/3/29/18286836/wisconsin-swing-vote-democratic-primary>
4. Spangler, T. (2020, November 5) The ‘Queen’s Gambit’ spurs boom in sales of chess sets, books. Retrieved from <https://variety.com/2020/digital/news/queens-gambit-chess-sets-books-sales-1234839925/>

**No speeches or discussion section meetings this week**

### **Week 2 (Feb 1-5): Media History and Media Effects**

Feb. 1: Historical Perspective (The effects of media)

1. Baughman, J. L. The rise and fall of partisan journalism. Retrieved from <https://ethics.journalism.wisc.edu/2011/04/20/the-fall-and-rise-of-partisan-journalism/>
2. (Read) Lippmann, W. (1922). Chapter1: The world outside and the pictures in our heads. In *Public Opinion* (pp. 1-32). New York: Harcourt. Online version is available from <http://xroads.virginia.edu/~hyper/Lippman/ch01.html>

Feb. 3: Cultivation

3. (Watch) Media education foundation (2010, February 18). *The mean world syndrome: media as storytellers*. Retrieved from <https://www.youtube.com/watch?v=ylhqasb1chI>

Feb. 5: News Attention and Agenda Setting

4. Stroud, N. J. (2017). Attention as a valuable resource. *Political Communication* 34(3): 479-489. You can retrieve this on Canvas.
5. Snow, S. (6 July 2015). The science behind what content goes viral. Retrieved from <https://www.socialmediatoday.com/marketing/sarah-snow/2015-07-06/science-behind-what-content-goes-viral>

## Short Writing Assignment #1 (Due Feb. 5, 9:55am)

### Week 3 (Feb 8-12): Media Effects

#### Feb 8: Knowledge Gaps

1. Mounk, Y. (2019). Republicans Don't Understand Democrats—And Democrats Don't Understand Republicans. The Atlantic.  
<https://www.theatlantic.com/ideas/archive/2019/06/republicans-and-democrats-dont-understand-each-other/592324/>
2. Jurkowitz, M., Mitchell, A. (25 March, 2020). Americans who primarily get news through social media are least likely to follow COVID-19 coverage, most likely to report seeing made-up news. Retrieved from:  
<https://www.journalism.org/2020/03/25/americans-who-primarily-get-news-through-social-media-are-least-likely-to-follow-covid-19-coverage-most-likely-to-report-seeing-made-up-news/>
3. Vogels, E. and Anderson, M. (9 October, 2019) Americans and digital knowledge. Retrieved from: <https://www.pewresearch.org/internet/2019/10/09/americans-and-digital-knowledge/>

#### Feb 10: Framing in News, Framing in Social Networks

4. Li, J. et al. (2020, December 8) When do voters support Black Lives Matter or the Green New Deal? Retrieved from  
<https://www.washingtonpost.com/politics/2020/12/08/when-do-voters-support-black-lives-matter-or-green-new-deal/>
5. Freelon, D. McIlwain, C. D. Clark, M. D. (2016). Beyond the hashtags: #ferguson, #blacklivesmatter and the online struggle for offline justice. Retrieved from:  
[https://cmsimpact.org/wp-content/uploads/2016/03/beyond\\_the\\_hashtags\\_2016.pdf](https://cmsimpact.org/wp-content/uploads/2016/03/beyond_the_hashtags_2016.pdf)
6. Bigman-Galimore, C. A., Smith, M. A., Williamson, L. D., Planey, A. M., & Smith, S. (2019). Selective sharing on social media: Examining the effects of disparate racial impact frames on intentions to retransmit news stories among US college students. *New Media and Society*. You can retrieve this on Canvas.

#### Feb 12: Misinformation, Disinformation, Conspiracy Theories

7. Foley, J. and Wagner, M. W. (26, May 2020) How media consumption patterns fuel conspiratorial thinking. Retrieved from <https://www.brookings.edu/techstream/how-media-consumption-patterns-fuel-conspiratorial-thinking/>
8. Young, D. G. I was a conspiracy theorist, too. (15 May 2020) Retrieved from <https://www.vox.com/first-person/2020/5/15/21258855/coronavirus-covid-19-conspiracy-theories-cancer>

**Discussion Sections: Prepared Speeches: 1 (1,2), 2 (4); Response Speeches: 8 (1,2) 9 (4).**

### Week 4 (Feb 15-19): Media & Society

#### Feb. 15: Presumed Media Influence

1. Levendusky, M. and Stecula, D. (21 Jan. 2021). Why there's hope Joe Biden's quest to unify America will work. Retrieved from <https://www.usatoday.com/story/opinion/2021/01/21/why-joe-bidens-mission-unify-america-can-succeed-column/4227430001/>

Feb. 17: Hostile Media Phenomenon

2. Perloff, R. M. (2015). A three-decade retrospective on the hostile media effect. *Mass Communication and Society* 18: 701-729. You can retrieve this on Canvas.

Feb. 19: Spiral of Silence and Expression Effects

3. Meeking, O. (10 March 2017). The 'spiral of silence' theory explains why people don't speak up on things that matter. Retrieved from <https://www.thecut.com/2017/03/the-spiral-of-silence-explains-why-people-dont-speak-up.html>

**Prepared speeches: 3 (1,3), 4 (2); Response speeches: 10 (1,3), 11 (2).**

**Short writing assignment #2 (Due by Feb. 19, 9:55am, submitted to Canvas)**

### **Week 5 (Feb 22-26): Media & Society**

Feb. 22: The American Information Ecology

1. Pew Research Center. What are the local news dynamics in your city? (Select Madison, WI) Retrieved from: <https://www.journalism.org/interactives/local-news-habits/31540/>

Feb. 24: The Wisconsin Information Ecology

2. Wells, C. F. et al. (2021) News media use, talk networks, and anti-elitism across geographic location: Evidence from Wisconsin. *International Journal of Press Politics*. Online First. Can be retrieved on Canvas.

Feb. 26: Social Issues and Mass Communication

3. McLeod, D. (2020, 5 June). Five problems with your protest coverage: What reporters and news consumers need to know about protest narratives. Retrieved from: <https://ethics.journalism.wisc.edu/2020/06/05/five-problems-with-your-protest-coverage/>
4. Who should set the rules of engagement on social media? Interview with Prof. Joshua Tucker (video). <https://www.cnn.com/video/2021/01/21/setting-the-rules-of-engagement-on-social-media.html?fbclid=IwAR1lh9WM95dipiFYxXBE0Zdobfh3v13XcN5wdGcKs2i8IR1UZ2L-NE-fK8>
5. Cineas, F. (2021, 8 Jan.). Whiteness is at the core of the insurrection. Retrieved from: <https://www.vox.com/2021/1/8/2221078/us-capitol-trump-riot-insurrection>

**Prepared speeches: 5 (2), 6 (3,5); Response speeches: 12 (2), 13 (3,5).**

## **Part 2: Journalism & Information**

## **Week 6 (Mar 1-5): Introduction to Journalism Studies**

### Mar. 1: Journalistic Systems

1. Curran J. (2005). What democracy requires of the media. In G. Overholser & K. H. Jamieson (Eds), *Institutions of American Democracy: The Press* (pp. 120-140). New York: Oxford University Press. You can retrieve this from Canvas.

### Mar. 3: Journalism Functions

2. Wagner, M.W. and Perryman, M. R. 2020. *Mediated Democracy*. Chapter 2. You can retrieve this from Canvas.

### Mar. 5: History of Journalism in the US

3. Strieff, D. (2020, Jan 2). The 15 most influential journalism stories in US history. Retrieved from: <https://gijn.org/2020/01/02/the-15-most-influential-journalism-stories-in-us-history/>
4. McGarr, K. (2017, Dec 12). No one should be surprised by journalism's sexual harassment problem. Retrieved from: <https://www.washingtonpost.com/news/made-by-history/wp/2017/12/12/no-one-should-be-surprised-by-journalisms-sexual-harassment-problem/>

**Prepared Speeches: Prepared Speeches: 7(1), 8(2); Response speeches: 14 (1), 15 (2).**

**Short writing assignment #3 (Due Mar. 5, 9:55am, submitted to Canvas)**

## **Week 7 (Mar 8-12): Journalism, Truth, and the First Amendment**

### Mar. 8: Truth, facts, values in a pluralistic society

1. Elections and Democracy Network. (Fall 2020). Recommendations for media covering the 2020 U.S. presidential Election. Retrieved from <https://mediafordemocracy.org/wp-content/uploads/2020/10/ECAD-Recommendations.pdf>
2. Deaven, K. (13 Jan. 2021). What we learned in 2020 and how it can help newsrooms in the year ahead. Retrieved from: <https://mediaengagement.org/blogs/what-we-learned-in-2020-and-how-it-can-help-newsrooms-in-the-year-ahead/>
3. Deaven, K. (5 Aug. 2020) Four steps to building trust with tv news audiences. Retrieved from: <https://mediaengagement.org/blogs/four-steps-to-building-trust-with-tv-news-audiences/>

### Mar. 10: Guest lecture: The First Amendment, Prof. Kathleen Culver

### Mar. 12: Deplatforming

4. Jaffer, et al. (18 Jan. 20) Does deplatforming Trump set a new precedent for content moderation? Retrieved from: <https://www.cigionline.org/articles/does-deplatforming-trump-set-new-precedent-content-moderation>
5. Romano, A.J. (21 Jan. 2021). Kicking people off social media isn't about free speech Retrieved from: <https://www.vox.com/culture/22230847/deplatforming-free-speech-controversy-trump>

6. Bokart, Lindell, S. (14 Jan. 2021). Deplatforming Trump could work. But at what cost? Retrieved from <https://www.nytimes.com/2021/01/14/opinion/trump-deplatform-twitter.html>

**Prepared Speeches: 9 (1), 10 (4, 5, 6); Response Speeches: 16 (1), 1 (4, 5, 6).**

### **Week 8 (Mar 15-19): Media Ownership, Economy, and the Midterm**

Mar. 15: Media Ownership

1. Molla, R. and Kafka, P. (2021, Jan 11). Here's who owns everything in big media today. Retrieved from: <https://www.vox.com/2018/1/23/16905844/media-landscape-verizon-amazon-comcast-disney-fox-relationships-chart>
2. Jay, P. and McChesney, R. (2020, Dec. 14). The decline of American journalism. Retrieved from: <https://mronline.org/2020/12/14/the-decline-of-american-journalism/>
3. Nyren, E. (2018, Apr. 1). Sinclair broadcast group faces backlash over scripted promos: 'This is extremely dangerous to our democracy.' Retrieved from: <https://variety.com/2018/tv/news/sinclair-promos-backlash-1202741019/>

Mar. 17: Media Economy

4. Beauchamp, Z. (2019, Nov. 7). The media's biggest bias is its centrism. Retrieved from: <https://www.vox.com/policy-and-politics/2019/11/7/20953452/john-harris-politico-media-bias-centrism>
5. Klein, E. (2020, Jan 28). Why the media is so polarized - and how it polarizes us. Retrieved from: <https://www.vox.com/2020/1/28/21077888/why-were-polarized-media-book-ezra-news>
6. Cooke, C. C. W. (2020, Nov. 12). Biden's media campaign. *National Review*. Retrieved from: <https://www.nationalreview.com/magazine/2020/11/30/bidens-media-campaign/>

**DUE: by 9:55am, Wednesday, Mar. 17 – 1<sup>st</sup> draft of Media Analysis Essay 1 (Submit to Canvas)**

Mar. 19: Midterm

**No discussion meetings this week.**

### **Week 9 (Mar 22- 26): Journalism and Public Life**

Mar. 22: Journalism & Politics

1. Kovach B. & Rosenstiel T. (2010). *Blur* Chapter 3 (p. 26-56). You can retrieve this from Canvas.
2. McGregor, S. (2019). Social media as public opinion: How journalists use social media to represent public opinion, *Journalism*. Retrieved from <https://static1.squarespace.com/static/570ef9191bbee0bb3dfef44f/t/5d1a4d6d5ec58000128c1f6/1562004845716/McGregorJournalism2019.pdf>

Mar. 24: Media Bias

3. Wagner, M. and Perryman, M.R. (2020). Chapter 4 of *Mediated Democracy*. Available on Canvas.

Mar. 26: Fake News

4. Kessler, G., Rizzo, S., Kelly, M (Aug 12, 2019). "President Trump has made 12,019 false or misleading claims over 928 days," *Washington Post* Fact Checker. Retrieved from <https://www.washingtonpost.com/politics/2019/08/12/president-trump-has-made-false-or-misleading-claims-over-days/>

**Prepared Speeches: 11 (1), 12 (2); Response Speeches: 2 (1), 3 (2).**

**Peer Reviews due March 26<sup>th</sup>, 9:55am**

### **Week 10 (Mar 29-Apr 2): Journalism in the 21<sup>st</sup> Century**

Mar. 29: Social Networks and Information Distribution.

1. Tromble, R. and McGregor, S. (2019). "You break it, you buy it: The naiveté of social engineering in tech – and how to fix it," *Political Communication* Forum 36(2): 324-332. You can retrieve this on Canvas.
2. Valenzuela, S. and Rojas, H. (2019). Taming the digital information tide to promote equality," *Nature*. You can retrieve this on Canvas.

Mar. 31: New Actors in the Journalism Field

**DUE: by lecture, 9:55am March 31 – Final draft of Media Analysis Essay 1 (submit to Canvas)**

Apr. 2: NO CLASS

**Prepared Speeches: 13 (1), 14 (2); Response Speech: 4 (1), 5 (2).**

## **Part 3: Strategic Communication**

### **Week 11 (Apr 5-9): Introduction to Strategic Communication**

Apr. 5: Principles of Persuasion

1. Duggal, R (April 19, 2019). Consumer attitudes: A small factor that makes a big impact," *Forbes*. Retrieved from <https://www.forbes.com/sites/forbescommunicationscouncil/2019/04/19/consumer-attitudes-a-small-factor-that-makes-a-big-impact/#7f407adcfa8e>
2. Top 15 ads of the 21<sup>st</sup> Century. Retrieved from <https://adage.com/article/agency-news/top-15-ad-campaigns-21st-century/2162916#backtostart>

Apr. 7: Elaboration Likelihood Model

3. Singer, N. (2012, Nov 17). Your online attention, bought in an instant. *New York Times*. Retrieved from <http://www.nytimes.com/2012/11/18/technology/your-online-attention-bought-in-an-instant-by-advertisers.html?pagewanted=all>

Apr. 9: Consumer Culture

4. (Watch) BBR Channel. (2011, June 2). Decode Jay-Z case study. Retrieved from <https://www.youtube.com/watch?v=fnVZTBuzxP4>

**Prepared Speeches: 15 (1), 16 (3); Response Speeches: 6 (1), 7 (3).**

### **Week 12 (Apr 12-16) Introduction to Strategic Communication**

Apr. 12: Introduction to PR

1. Moriarty, S., Mitchell, N., & Wells, W. (2011). Advertising: Principles and Practice, 9th Ed., Upper Sadler River, NJ: Prentice Hall. Chapter 1. You can retrieve this on Canvas.
2. The Economist (2015). A brand new game. Retrieved from: <http://www.economist.com/news/business/21662543-people-spend-more-time-social-media-advertisers-are-following-them-brand-new-game>

Apr. 14: Health Communication

3. Han, JY; Hawkins, R; Baker, T; Shah, DV; Pingree, S; Gustafson, D (2017). How cancer patients use and benefit from an interactive cancer communication system, *Journal of Health Communication* 22(10): 792-799. You can retrieve this on Canvas.

Apr. 16: Chris Cascio – Neuroimaging in Health Communication Research

### **Week 13 (Apr 19-23): Strategic Communication & Marketing**

Apr. 19: A Case Study in Digital, Social and Crisis Communication: Deb Pierce

**DUE: By 9:55am, Monday, Apr. 19<sup>th</sup> – 1<sup>st</sup> draft of Media Analysis Essay 2 (submit to Canvas)**

Apr. 21: Computational Social Science and Persuasive Message Design – Sijia Yang

1. Schwarzman, S. (Jan 23, 2019). Can we make artificial intelligence ethical? *Washington Post*. Retrieved from <https://www.washingtonpost.com/opinions/2019/01/23/can-we-make-artificial-intelligence-ethical/>
2. Devega, C. (Sept 15, 2018). How algorithms reproduce social and racial inequality. *Salon*. Retrieved from <https://www.salon.com/2018/09/15/how-algorithms-reproduce-social-and-racial-inequality/>

Apr. 23: Social and Cultural Consequences of Strategic Communication and Marketing

3. Chiu, B. (2019, Jul. 16). Addressing the ad industry's sticky problem with race. Retrieved from: <https://www.forbes.com/sites/bonniechiu/2019/07/16/addressing-the-ad-industrys-sticky-problem-with-race/?sh=2c25468828d0>
4. Devega, C. (Sept 15, 2018). How algorithms reproduce social and racial inequality. *Salon*. Retrieved from <https://www.salon.com/2018/09/15/how-algorithms-reproduce-social-and-racial-inequality/>

**No section meetings this week.**

### **Week 14 (Apr 26-30): Strategic Communication & Marketing**

Apr. 26: Crisis communications

1. Ott, L., & Theunissen, P. (2015). Reputations at risk: Engagement during social media crises. *Public Relations Review*, 41(1), 97-102. You can retrieve this on Canvas.
2. Maerowitz, S. (Nov. 29, 2017). NBC owns the narrative with preemptive move on Matt Lauer's firing. *PR News Online*. Retrieved from: <https://www.prnewsonline.com/matt-lauer-NBC>

Apr. 28: Media relations

Apr. 30: Creative messaging for strategic communication, Guest Lecture: Prof. Doug McLeod

3. The Wheel pitch from *Mad Men*. Retrieved from <https://www.youtube.com/watch?v=suRDUFpsHus>

**Peer Reviews due by April 30, 11:59pm.**

**NO SPEECHES THIS WEEK; No readings this week**

**Sections will not meet**

**DUE: By 11:59 p.m. on May 3<sup>rd</sup> – Final draft of Essay 2 (submit to Canvas)**

**\*\*Final Exam: Due May 7, 5:00 p.m.\*\***

### **Section activities**

J201 sections run on the active participation of students. The speeches, discussion and writing students do also qualify the course to fulfill Communication B requirements. In this class, each student will give one prepared speech and one response speech at some point during the semester. Each of these activities will take place in the context of a specific reading from the required readings.

In the case of the prepared speech and response speech, students will be assigned a reading based on their personal section number. During most weeks, two students give prepared speeches, two give response speeches. The syllabus and schedule denote which student is assigned to which activity for each week.

Descriptions of each assignment follow.

#### Prepared speech

You should devote the first part of your presentation (2 minutes) to identifying the main arguments of the reading, outlining the author's claims, reasons, and evidence—or, in some instances, your perspective on what the author was trying to communicate. You do not have to go into great detail (your audience will have read the article/watched the video) but you do want to provide an accurate summary.

The rest of your presentation (3 minutes) should deal with your reaction to the reading. You need to make your own claim and your reason for that claim, providing evidence to support it. Like a good paper, your talk needs a short introduction and a satisfying conclusion.

Do not read your presentation! You may speak from *simple* notes that keep you on track, but allow the words to emerge conversationally. The key to a good speech is practice: it will help you get your timing right and plan what you want to say and how to say it. A good strategy is to practice your presentation in front of a mirror, a voice recorder, or for a friend.

You will record and upload your speech presentation 24 hours in advance to your section meeting (instructions will be provided). You are required to view your performance and perform a self-critique: email your TA with one specific way that you could improve your delivery next time. This email is worth 1 point and is due within one week of the speech. After that time, 1 point is deducted from the speech score.

### Response speech

The response speech is a two-minute response to a question posed by the TA based on the speech or reading and subsequent discussion. This is both “easier” than the prepared speech in that it is only two minutes, and “harder” because you have to listen really closely to what your peers are saying. The good news is that you know what reading your response speech will be on, so your best bet is to know that reading very well. Then listen carefully to your peers and respond to the question posed.

Response speeches are given live during the section.

### Speech evaluation criteria

TAs will use the following evaluation criteria for prepared and impromptu speeches.

#### *Content*

- Accuracy – Do you accurately capture what the article’s author (or the speaker) was saying?
- Clarity – Is your own claim (or response) clear?
- Reason and evidence – Do you present reason and evidence for your claim? Are they convincing?
- Organization – Is your content well-organized and structured? Is it easy for the audience to follow?

#### *Delivery*

- Inflection and emphasis – Does your inflection and emphasis help convey your meaning (as in normal conversation)?
- Speed – Are you talking too fast or too slow?
- Filler words – Are you avoiding the use of slang and all those crutch phrases like “like,” “um,” and “basically”?
- Time management – Have you kept to the time specified?
- Overall engagement – Do you seem to be enjoying yourself (even if you aren’t)? Do you seem to be engaging with the audience?

### Online discussion (Twitter)

Online participation is a requirement for this course, and the Twitter platform will be used for online discussion about class topics.

Writing amazing questions and answers on Twitter (tagging them with #UWJ201 and a hashtag for your discussion section (ex: #301)) will:

- Help you develop writing skills necessary for any career path
- Reinforce the imperative skill of justifying thoughts and claims with credible evidence- and then citing the evidence!
- Enhance critical thinking sought out by employers
- Deepen your understanding of the course content by gaining diverse insights and perspectives from your peers
- Help you develop positive strategies to use social media as a professional

Your participation on Twitter will count towards 7 points of your final grade.

In order to receive your points per week, you must post [1 Question/Concept Integration and 2 Responses per week] relevant to our class subject matter per week. You need to post questions during weeks 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12. Your top 7 weeks will factor into your grade.

Before you start posting, be sure to read the Twitter guidelines found on the Twitter website. If your post doesn't follow the standards, there is a chance it will be removed and you won't receive points for that post.

The deadline for #UWJ201 tweets is 9:54am on Fridays, the clock begins anew on Sunday, at 12:00am (midnight).

### **Media Analysis Essays**

You will write two 2000-word papers, each tied to the class readings and each requiring some outside investigation. Even though these papers are short, they should still each have the three basic components of an academic essay:

1. An introduction which also clearly states a thesis (and please underline that thesis).
2. A body which develops the thesis, with one argument per paragraph, and several points of evidence supporting each argument.
3. A conclusion which not only restates the thesis, but leaves the reader with something more, such as speculation on the broader implications of the thesis.

The first draft of your essay is due on Canvas (as is the final version). You will receive feedback from your TA, complete a peer review.

### Peer Reviews

For each essay, each student will write 2 or 3 reviews of classmates' papers. (Thus, each student will also receive 2 reviews of their essay.) Peer review is worth 1 point of the essay grade. Peer reviews should include both things the author did well and at least one substantive comment about what the author can improve. Which does the student need to work on more, writing style and grammar or argument and evidence? If the paper is light on using course or reading content, do you have suggestions for resources they might draw from?

Your TA will upload all first drafts to an online shared folder, where you can download your peers' essays. Strive for a 250-word comment, not just a brief sentence. Make an **open-ended, prose response using complete sentences; do not line edit the paper**. (It may be appropriate to enter a comment into the paper's text if this helps you point to a specific statement.)

Note that these peer reviews will **not** be anonymous, so you should take care to offer **constructive criticism** (the same kind you would like to see someone offer on your paper).

### **Exams**

There will be two exams in this course. The midterm exam will be a take home exam administered on the day of the exam. You should not need more than 50 minutes to take the exam, but you have until 11:59pm to turn it in. The final exam is due at the time prescribed by UW-Madison, but you will have it for a few days as a take home exam. The exams may include multiple choice, identification, short answer and essay assignments. They will include material from lecture and the required readings. The final exam will be *not* cumulative.

**Make-up exam policy:** To take a make-up exam, notify your TA *in advance* and provide documentation of the reason for your absence. *Only in extreme cases can exams be made up without prior notification.* Make-up exams are oral exams.

### **Short Writing Assignments**

At 3 times during the semester, students will be asked to write a brief response to current events and/or concepts from lecture. These prompts will come from the professor, and will ask the students to give an opinion, offer a story, or otherwise contribute something to that space. Short assignments will typically be 500 words, due within one week of the prompt.

### **Participation**

Active participation in section—contributing to discussions in informed and substantive ways—will be assessed by TAs.

### **Extra credit**

Students may earn up to 1.5 points of extra credit, accrued in .5-unit increments. extra credit opportunities will be announced throughout the semester; usually, they will be invitations to participate in research studies being conducted by graduate students and faculty members in the school of journalism mass communication. In order to obtain extra credit for participating in studies (.5 point for each study), 1) take part in the study and 2) keep a log which includes the date you participated in the study and 2-3 sentences describing what the study was about and your thoughts about the experience. you will need to turn in your extra credit log to your TA at the end of the semester. If you do not wish to take part in these studies, you can still earn extra credit by attending presentation about the studies. If you attend these alternative presentations, you will still need to keep a log that contains the date of your attendance and 2-3 sentences describing what you learned (you can only earn extra credit for doing the study or going to the presentation about the study - not both).

### **General Policies**

**Attendance:** Attendance in lecture is expected. You cannot learn if you are not there. Discussion section attendance is *mandatory*. Your TA will provide you a virtual location for these meetings. Absences should be approved by your TA *prior* to the discussion meeting, except in the case of an emergency. TAs may request appropriate documentation of absences (e.g. doctor's note). **To have a lively discussion we expect cameras will be on during the full section. Please contact your TA if this might be a problem for you.**

**Readings:** The readings in the course are varied and diverse. They include news articles, chapters of books, academic articles, blog posts, transcripts of lectures, examples of journalism, critiques of journalism, ethics handbooks, and advertising videos. In short, they constitute a selection of the information environment we deal with every day. These readings are *required*, and may appear on an exam, in an assignment, or on a quiz the week for which they appear, or a following week. *Required readings are available on Canvas.*

**Guest lectures:** Throughout the semester, we will have guest lectures. Given by professors in the J School and other experts, the lectures are scheduled to be directly relevant to course content, and *their material will appear on exams*. The lectures are outstanding opportunities to learn what the foremost experts in mass communications are learning in their research. Students are expected to attend, be attentive, take notes, and ask good questions.

**Deadlines:** Are real. Meet them. Late work when accepted will receive a 20% grade reduction *for each day* after the deadline.

**The Writing Center:** The Writing Center is an important resource provided by the University of Wisconsin-Madison. Students can visit the Center for help with writing at all levels, for all kinds of assignments and get feedback and advice about their work. Essays for J201 must be turned in with proper grammar, punctuation and citation: TAs *will not* correct grammar and punctuation, but *will* lower grades on essays with significant problems. To polish your paper for submission, or to simply improve your writing, the Writing Center is the place to go.

**Grade grievance process:** If you are concerned about a grade, begin by emailing your TA a clear and dispassionate explanation of why you think the grade was mistaken. Your TA will follow up with you about next courses of action. Clear mistakes or errors in grading as a result of computation of scores (i.e. mathematical errors) will be quickly amended. However, be aware that any grade grievance based on substantive answers will entail a re-grade of the assignment—*meaning that there is a risk that points will actually be lost in a regrade*. If, after discussion with your TA, you are not satisfied, I will grade your paper. I will grade a clean copy and will not know what your original grade was.

**Course communication:** Assignment guidelines, specific assignments, announcements, extra credit opportunities, course syllabus, due dates, grades, etc.; everything that is important will be communicated through the course Canvas page: Be sure to check it regularly.

**E-mail:** The TAs and Professor Wagner are committed to responding to weekday emails within 24 business hours. Weekend emails will generally be replied to by Monday evening. *This means that you should not count on being able to get a response the night before a deadline*—so plan

ahead. You are also more likely to get a pleasant, and helpful, response if you are respectful in your email and use complete sentences and good punctuation. We consider class emails professional communications and expect that you will communicate with us as you would with your colleague or boss.

***Academic Honesty:*** Academic honesty requires that the course work a student presents to an instructor represents the student's own academic efforts. While we encourage J201 students to study for exams together, remember that the essays and posts you write for class must be your own. Copying or paraphrasing text, including from fellow students, without proper quotation and citation is plagiarism. This includes "patchwriting," the piecing together of different sources into a paper, often with minimal editing. Plagiarism is sufficient grounds for failing the course.

***Turnitin.com:*** Unfortunately, despite special efforts on the part of faculty at the School of Journalism & Mass Communication, a small but persistent portion of students continues to engage in unethical academic practices (i.e., cheating). After many discussions, the faculty of the School has decided to use turnitin.com, a service that accepts uploaded papers and automatically evaluates them for plagiarism. Students in J201 will be required to upload their papers to Canvas, which is connected to Turnitin.com.