**INTRODUCTION TO MEDIA TECHNOLOGIES**

**MDT 1000**

**Class Hours:** 3.0  
**Credit Hours:** 3.0  
**Laboratory Hours:** 0.0  
**Revised:** Fall 05

**Catalog Course Description:**

This course critically analyzes mass communication and its effect on society. It equips students with media literacy skills to deconstruct mass media’s influence. It compares media representations of societal behavior and belief systems of differing cultures. Students study film and television and how these mediums depict individuals, institutions and issues. Students also study copyright and ethics in the converging media workplace and the history of mass media 1850 - present.

**Entry Level Standards:**

Students must be able to read and write at a college level.

**Prerequisites:**

None

**Textbook(s) and Other Course Materials:**

Joseph R Dominick, University of Georgia  
Softcover with access card  
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**I. Week/Unit/Topic Basis:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1: Communication: Mass and Other Forms; Historical and cultural context of mass media; Language/Communication, Typography &amp; Design, Photography &amp; Graphics, Film and Video, Internet and convergence</td>
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<tr>
<td>2</td>
<td>Chapter 2: Perspective on Mass Communication; Historical and cultural context of mass media language/communication, typography &amp; design, photography &amp; graphics, film and video, Internet and convergence</td>
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<tr>
<td>3</td>
<td>Chapter 3: Historical and Cultural Context; Design Principles, What is good design? How do you identify good design?</td>
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<tr>
<td>4</td>
<td>Chapter 4: Newspapers; Part 1: Careers in Media Technologies; Photography – KD</td>
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</tbody>
</table>
Chapter 5: Magazines; Departments and Staff, Publishing, Audiences; Graphic Design – David Gilbert; Media messages and their impact on violence, stereotyping, sexuality and political cynicism

Chapter 6: Books; How science, technology, convergence and media can influence the design of societal thinking. eAudioBooks - Library

Chapter 7: Radio; History, Satellite Radio, (XM), Internet Radio, Wavelengths

Chapter 8: Sound Recording; The Digital Age, Industry Organization, Economic Trends; Recording Industry - Seva

Chapter 9: Motion Pictures; Media messages and their impact on social violence, stereotyping, sexuality and political cynicism

Chapter 10: Television; Television’s message: Current topic – war in Iraq, terrorism; Introduction to media literacy: viewing skills, media ethics

Chapter 11: The Internet and the World Wide Web; History, Internet Evolution, Economics, Social Impacts; Web Technology – Gay Bryant

Chapter 12: News Gathering and Reporting; History, Internet Evolution, Economics, Social Implications; Field Trip – News Station?

Chapter 14: Advertising; History, Online, Business to Business, Career Outlook


Final Exam Period

II. Course Objectives*:

A. Critically analyze media communication techniques and mediums, expressing (verbal and written examples) how mass media can influence and sway an audience and their decision-making skills. I.1, I.2, III.1, III.2, III.3, III.4

B. Evaluate and discuss current issues and take ethical standpoints, debating both the issue and how media conglomerates covered the issue. Delve into economics and how financial backing and advertising affects media messages. I.2, I.5, I.6, I.7, III.6, III.2

C. Groups will research convergence in the media workplace and present findings in a lecture style presentation format, using visual aids. Create a written report to the instructor that will highlight the benefits and pitfalls of converging more than one media discipline into one department. I.1, I.2, I.4, III.7, III.3 VII.1, VII.3

D. Production proposals and projects will identify a client’s goals in terms of needs analysis, scheduling and budgeting. A pitch will be required. This process will emulate the pre production meeting and will focus on acquiring the client and being awarded the bid. Researching the company / client and anticipating the needs and dynamics will be a focus. I.4, I.5, I.6, VII.1, VII.3, VII.4, VII.5, VII.6

E. View televised coverage and read print and cyber publications of stories (domestic and
international) that cover the same issue. Consider why one source, or perspective is
different from another. Choose a point of view and write or discuss why you’ve chosen to
represent this stance. I.4, I.6, III.1, III.2, III.4

F. Instill a confidence with communication skills – verbal and written. The course will allow
opportunities for students to find and develop their intellectual and critical voice by means
of debating current issues, analyzing media and approaching prospective clients for
production jobs. I.3, I.5, I.6, III.2, III.3

*Roman numerals after course objectives reference goals of the MDT program.

III. Instructional Processes*:

Students will:

1. Research, write and present reports that analyze media coverage of current issues, and
representations of society. Group and individual presentations will be required.
Communication Outcome, Technological Literacy Outcome, Active Learning Strategy

2. Deconstruct and analyze media messages and representations of gender, race, and socio-
   economic standing. Critically analyze media portrayals of violence, stereotyping, sexuality
   and politics. Social/Behavioral Sciences Outcome, Transitional Strategy

3. Review magazine and journal articles that discuss current software trends, workplace
dynamics or societal reactions to new technologies. Collect and organize information into a
deliverable package that will educate the class. Communication Outcome, Technological
Literacy Outcome

4. Submit a bid on a job in one of the following career fields graphic design, video production,
Web publishing or photography. Personal Development Outcome, Problem Solving and
Decision Making Outcome, Transitional Strategy

5. Illustrate comprehension of class material on 2 in-class exams, 2 quizzes and 1 take home
exam. These will include an essay component that requires students to present a logical
argument supporting a particular viewpoint or explaining a current media theory, or a
convergence dynamic happening in the workplace. Communication Outcome

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening
general education knowledge and skills, connecting course work to experiences beyond the classroom, and
encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Utilize media literacy skills to make informed consumer decisions. A, B, E

2. Understand different communication theories and apply them to appropriate scenarios:

3. Understand the history and evolution of communication technology and design theory. A, F

4. Communicate how science and technology has changed societal views. F

5. Understand copyright law and intellectual property. B, C
6. Identify client needs and produce a production project to meet client expectations budgeting and scheduling. C, D

7. Develop Internet research skills. D, F

8. Write reviews of journal and magazine articles on related topics. A, C

9. View television news coverage of current events and chose a side to debate. A, B, E, F

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 500 points

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (2):</td>
<td>300</td>
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<tr>
<td>Quizzes (10):</td>
<td>100</td>
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<tr>
<td>Homework</td>
<td>100</td>
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B. Laboratory Expectations:

Projects 500 points (projects are subject to change)

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<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Resume’ .doc</td>
<td>150</td>
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<tr>
<td>.html</td>
<td>50</td>
</tr>
<tr>
<td>Production Bid</td>
<td>150</td>
</tr>
<tr>
<td>Job cover letter</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

<table>
<thead>
<tr>
<th>Percentage range</th>
<th>Grade</th>
<th>Points range</th>
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</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
<td>(900 - 1000)</td>
</tr>
<tr>
<td>80-89 %</td>
<td>B</td>
<td>(800 - 899)</td>
</tr>
<tr>
<td>70-79 %</td>
<td>C</td>
<td>(700 - 799)</td>
</tr>
<tr>
<td>60-69 %</td>
<td>D</td>
<td>(600 - 699)</td>
</tr>
<tr>
<td>59 % - below</td>
<td>F</td>
<td>(599 - below)</td>
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VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.
B. Academic Dishonesty:

The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course. (Pellissippi State Catalog)

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751(Voice/TTY) or 539-7153.

D. Other Policies:

1. All PSTCC policies regarding tardiness, absenteeism, and academic dishonesty will be strictly followed and applied.
2. An atmosphere of professionalism will be maintained during all discussion of human similarities and differences; inflammatory or inappropriate language will not be tolerated.