Overview of course:
Every research tradition has a conceptual base constructed by scholars working in that tradition through time and upon which those scholars design and conduct research projects. That conceptual base provides rationales for the selection of specific questions, methods, theories, and writing strategies to report individual studies and to synthesize those studies into a research project. Each conceptual base illuminates some issues and ignores others. Differences in a tradition’s conceptual base constitute one of the ways that we recognize research paradigms.

In the fields of Mass Communication and Media Arts, scholars have been working both within distinct traditions as well as in interdisciplinary ways. We have subfields focusing on artistic and professional practices that teach people how to be media artists or media professionals. We also have subfields that focus on particular research traditions including research on the science and engineering of media technologies; the artistic and cultural artifacts produced using those technologies; the economic and political relations that support, constrain, and contain the creation of technologies and artifacts; and the social relations and psychological states indicating what media do to us and what we do to and with media.

However, undergirding these conceptual bases are some root assumptions and root valuations that are shared across traditions, paradigms, disciplines, multidisciplinary approaches, and interdisciplinary approaches. Such root assumption include claims as:

- We can perceive the natural and social phenomena that surround us and in which we are involved.
- When we are aware of our perceptions, we can question them and devise a systematic approach to observing the particular phenomenon that interests us.
- We can describe a phenomenon in systematic ways that can be communicated to other people.
Whether individually or collectively, we can generate explanations that make our descriptions meaningful – that is, we can make sense of phenomena.

That sense we make can be analyzed, criticized, and tested by us and others in an honest and fair manner so that we can gauge the accuracy of our observations, descriptions, and the methods we use to make them so that we can gauge the adequacy, elegance, and power of our explanations and the implications of those explanations.

All of these root assumptions are necessary if we are to undertake research, whether in the arts, humanities, and human, social, or physical sciences. Regardless of the methods we use to perceive, observe, and systematize – or the theories that we use to make sense of our observations – all scholarship rests on these root assumptions. Although research in the fields of mass communications and media arts includes a wide and diverse range of emphases, foci, methodologies, theories, and philosophies, we are all united in the root assumption that we can perceive, observe, describe, analyze, interpret, and explain the particular phenomenon that has captured our attention. That assumption per se is based on the root valuation that research can and should be done -- and that human beings can and should undertake research.

Course goals
As a result of taking this class, you should develop a broader knowledge of the conceptual foundations of Mass Communication and Media Arts as fields of academic work, as well as an appreciation for some of our research traditions. If your previous coursework has addressed a particular tradition, then your broader knowledge gained here should help you expand your repertoire of questions, approaches, methods, and theories. It should also help you recognize the usefulness of interdisciplinary thinking. Whether based on analog or digital technologies, mass communication and media arts are phenomena that cross disciplinary lines. Mass communication and media arts are psychological and social phenomena, involving symbolic and artistic expressions, requiring economic and political structures that foster the development of media systems in specific configurations and with particular goals.

There are four required textbooks for the course.


These books have been chosen in order to provide a comprehensive understanding about how scientific thinking, theory construction and research practice has been, and is being, done. This will be first addressed across the physical and social sciences, and then more specifically in communication research at it has been conceptualized and constructed in the West. To understand both change and continuity, we need research that addresses questions from the microscopic, mesoscopic, and macroscopic levels, and that contextualizes these levels in terms of each other.

We begin with Thomas Kuhn’s *The Structure of Scientific Revolutions*. This classic work explores the social nature of scientific theory and research, and how these have been conducted, across fields and over time.

Then, focusing more specifically on the fields of Communication research, we will read John Durham Peters’ *Speaking Into the Air: A History of the Idea of Communication*. Peters grounds us in the ways in which Communication has been conceptualized in order for us better to understand that we work in a field that has been fluid in scholars’ thinking and research practice.

Following this more specifically to the field of Mass Communication, we will read Peter Simonson’s *Refiguring Mass Communication: A History*. Here, we encounter an evolution of thought about the very nature of mass communication from biblical times to the present (in Peterson’s analysis) to give us ways to think about what mass media are and what the processes of mass communication have been. These have provided the foundations upon which the field of Mass Communication has been built.

**Operationalizing goals: Course assignments and outcomes**

How, exactly, will we operationalize these goals?

First, we will read from the works cited above in order to understand where some of the traditions come from and why.

Secondly, we will read these works in terms of their immediate interest for each of us as a developing scholar. To prepare adequately for the discussions, you will write a structured journal every week reporting and analyzing the issues they think are most salient in their readings, in their service learning projects and in class discussions. In the journals, I will want you to reflect on the following issues: What were the major issues discussed in the readings? What are you finding most interesting? Why? Most surprising? Why? Most troubling? Why? How do the issues involved compare or contrast with what you have been learning up to now? The journals should provide them forums for analysis, reflection, and/or feedback, to pose questions and/or to vent. Your weekly journal should be 4-6 pages long.
Additionally, you will generate at least two discussion questions for class discussion in your journals. The questions should focus people’s attention on important points raised or discussed in the reading. One outcome of this process should be that you learn how to frame a good question. Asking good questions is an important part of one's research, teaching, and service in the academy. Thus, you should work on your questions, drafting and revising each question to open a discussion on a specific concern.

Because our class meets on Tuesday afternoons, your structured journals (including your discussion questions) are due each Tuesday by 11:00 a.m. via email. Please send them to me at: Hoch@siu.edu. At 11:15 a.m., I will consult my email, read your questions, and either pick the best questions or consolidate questions according to shared themes. I will email the questions and name(s) of discussion leaders to you at your SIU email address at 3:00 p.m. on that same Tuesday. Please note: all email should be sent through your SIU email address, which is your professional address. You may, of course, use your journals to lead and to participate in the class discussion. Your weekly journals/discussion questions will be worth 25 per cent of your final grade. Leading and participating in these discussions in class is worth 20 per cent of the final grade.

**PLEASE NOTE:** No late assignments will be accepted, unless we have agreed to a postponement prior to the deadline.

Third, we will use our in-class discussions to practice how to participate in academic discussions. Participation is a matter of give-and-take, of asking questions and exploring answers, of disagreeing and then examining that disagreement to see if it is real or merely apparent, as well as of moving the discussion to a different perspective on the same information. A discussion is not the same as lecturing people or making a unilateral statement of “my position.” You will practice being both a discussant and discussion leader.

Fourth, each of you have a semester-long assignment to write a formal proposal for an academic paper you will be writing in the Spring 2015 semester and you will be presenting at the Spring Graduate Student Symposium. More details on this will be discussed in the next few weeks.

If you find yourself having problems with your writing, I urge you to consult the SIUC Writing Center ([http://write.siu.edu/](http://write.siu.edu/)) and/or the Purdue University Online Writing Center ([owl.english.purdue.edu/owl/](owl.english.purdue.edu/owl/)). Try to resolve any problems with your writing prior to compiling your documents.

Sixth, each colleague should practice good citizenship. When you make a statement or ask a question, speak in a way that can be easily understood; be succinct, and avoid lecturing the group. Listen respectfully to colleagues, ask them clarifying questions, and intervene to help colleagues to clarify a point or to avoid lecturing. Disagreement is a natural part of a discussion and is not the same as an attack. When you disagree, explain why and expect your colleagues to ask you clarifying questions, add comments, etc.
Evaluation:
I will provide feedback during the semester by commenting privately on your work in discussion and written materials. The final evaluation will be communicated in a letter that will be emailed to you at the end of the semester. Colleagues will be evaluated in the following terms:

- Weekly journals: 25 per cent
- Statement of Research Interest: 5
- Research Abstract Assignment: 5
- 10 Abstracts Assignment: 15
- Symposium Paper Proposal & Presentation: 30
- Participation and Leadership in discussions: 20
- Total: 100 per cent

Depending on our discussions and the opportunities presented by the semester, we may undertake other activities as well. Participation in such activities would be rewarded as a form of citizenship.

Readings, Rewrites, and Your Work Cycle
You will find the schedule of readings in the class schedule below. After reading the materials assigned, generate 2 questions that cover each chapter in the week’s readings. Draft your questions and then rewrite for clarity.

Send your journals, along with the two questions per assigned chapter, to me before 11:00 a.m. on Tuesday via email (Hoch@siu.edu). At 11:15, I will consult my email, read your questions, and either pick the best questions or consolidate questions according to shared themes. I will email the questions and name(s) of discussion leader(s) to you at your SIU email address at 3:00 p.m. on that same Tuesday.

NOTE:
All courses offered by the College of Mass Communication and Media Arts adhere strictly to the conditions regarding academic dishonesty established in the SIUC Student Conduct Code: http://www.siuc.edu/~policies/policies/conduct.html.
Acts of academic dishonesty include: 1. Plagiarism, representing the work of another as one’s own work; 2. Preparing work for another that is to be used as that person’s own work; 3. Cheating by any method or means; 4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research; 5. Knowingly furnishing false information to a university official relative to academic matters; and 6. Soliciting, aiding, abetting, concealing, or attempting acts of academic dishonesty. These activities will not be tolerated. Violations will result in failure of the assignment or failure of the entire course.

In other words, plagiarism will not be tolerated. Any question, annotation, or paragraph containing plagiarized material will earn a failing grade. Every word in a question,
annotation, or paragraph should be a word that you selected. Do not use a few of the
author’s words. The structure of every sentence should be your writing. Do not paraphrase
the author’s sentence. There are rules for proper academic citation and attribution, which
will consider throughout the semester. Please see me if you have any questions regarding
this.

Course Policies:
Please refrain from: being late for class, leaving class early, texting, telephoning, or any
other activity that might interrupt our work.

Please email me if you are going to miss class for any reason, including but not limited to:
ilness, family issues, court dates, earthquakes, inability to travel due to weather or road
conditions, etc. Please state specifically why you are going to miss class. For an excused
absence due to illness, you will need a note from the Student Health Center or another
health care provider.

Learning, researching, and making knowledge are community-based activities. Hence, one
of our tasks is to build a collegial community. Colleagues need to be honest and respectful
with each other. However, disagreement is expected and learning to disagree collegially is
an important skill.

Everyone is required to participate in our discussions. Participation is a process of give-
and-take: a discussion leader asks a question, someone responds, someone else chimes in
with a comment or question. When you disagree with a colleague, explore that in a polite
manner so that everyone can discuss the disagreement in intellectual terms.

Everyone is required to be an equal participant in our discussions and in the symposium. I
realize that different cultures have different expectations about behavior based on social
categories like age, gender, etc. In the tradition of European-North American-Latin
American academics, the social category “smart scholar” includes being articulate and on-
task. That means you need to be an equal participant in all of your graduate classes.

Each person should strive to meet the highest standards of academic honesty and honor.

Colleagues who require accommodations due to disability should inform me of this by e-
mail before 5 p.m. on September 5. Similarly, colleagues who are going to miss class due to
a conference or other SIU-recognized event should inform me of their plans by e-mail
before 5 p.m. on September 5.

CLASS SCHEDULE
Please note: this schedule is subject to change.

Aug. 25 Introduction to Course

Sept. 1 Readings: Kuhn, Introductory Essay, Preface and Chapters I-V
Sept. 8  Readings: Kuhn, Chapters VI-X
Sept. 15  Readings: Kuhn, Chapters XI-XIII, Postscript
         Statement of Research Interest due
Sept. 29  Readings: Peters, Chapters 3-5
         Research Abstract due
Sept. 30  Readings: Peters, Chapter 6 and Conclusion
Oct. 6   Readings: Simonson, Introduction and Chapters 1-2

FALL BREAK Oct. 10-13

Oct. 20  Readings: Simonson, Chapters 3-4
         10 Abstracts Assignment due
Oct. 27  Readings: Simonson, 5 and Afterword
Nov. 3   Rough Drafts due
Nov. 10  Individual Meetings
Nov. 17  Dr. Hochheimer attends National Communication Association conference in
         Las Vegas, NV.
         Work on your research project during class time.
Nov. 24  Final Symposium Proposal due
Nov. 25-29 THANKSGIVING BREAK
Dec. 1   MCMA 508 Symposium, Part 1
Dec. 8   MCMA 508 Symposium, Part 2
Dec. 17  Final Examination scheduled Thursday, December 17, 2:45-4:45 PM
INFORMATION MANDATED BY THE PROVOST'S OFFICE

I. *Administrative form to be used if you are requesting an excused absence to attend a university approved activity*

The link below gives you access to a web page on the Provost’s site. That page provides links to administrative forms that are frequently used. The only form relevant to us is the one in which you ask to be excused from class in order to attend an activity approved by SIU. For example, if you were officially representing SIU at a public event, then you would file that form. The Provost has mandated that this link be included in our syllabi.

[http://pvcaa.siu.edu/academic-administration-forms-links/index.html](http://pvcaa.siu.edu/academic-administration-forms-links/index.html).

II. *Building Emergency Response Protocols for Syllabus:*

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Students With a Disability:**

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

**Tornado:**

During the spring semester we have a **Storm Drill.**

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be **quiet in the basement** as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.
Fire:

During the fall semester we have a **Fire Drill.** Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

**These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.**

**Bomb Threat:**

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.

**Shooter in the Building:**

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

**Earthquake:**

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.
Rave Mobile Safety Alert System:

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to Saluki Net, go to my records tab, under SIUC Personal Records, click on View My SIUC Student Records, Under Main Menu click on Personal Information, click on View and Update Addresses and Phones, in the middle of the page click [Update Addresses and Phones], under phones click Primary: This will take you to Update Addresses and Phones – Update/Insert, under primary phone number for this address put in your cell phone and submit. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/Defibrillator and First Aid Class:

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, lavong@siu.edu or call 453-7473.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information contact Officer Mary Stark marys@dps.siu.edu.