

2) Midterm Exam: 25% of final grade

The first exam will be held **Tuesday, January 31** from 3:30 to 5:18 p.m. It will cover all of the readings and lectures up to the date of the exam.

3) Final Exam: 25% of final grade

The final exam will be held on **Tuesday, March 14** from 3:30 to 5:18 p.m. It will be a comprehensive exam covering all lectures and all readings assigned throughout the quarter.

4) Analytical Paper: 40% of final grade

As we will discover in this class, media accounts of governmental policies and scholarly research often do not tell the whole story. In a paper of no less than six (6) and no more than ten (10) pages, I want you to compare and contrast a media account of governmental or academic doings with an original source. That is, you will be required to examine the content of both a media source of information (e.g. a newspaper article) and the original source of the information covered in the media source. As part of this analysis you will be required to argue whether the media account is an accurate or inaccurate portrayal of the facts **and to explain what pressures on media sources help contribute to the general (in)accuracy of the media account.** (Failure to address this lattermost issue will result in a much lower grade!)

The final draft of your paper will be due **at the beginning of class on Tuesday, February 28.** If you would like to turn in an early draft of your paper for comments, I will accept drafts up to the beginning of class on Tuesday, February 21. **LATE PAPERS WILL SUFFER A FULL LETTER GRADE REDUCTION FOR EACH DAY THAT THEY ARE LATE!!** (A day commences at 3:31 p.m. on Tuesday, Feb. 28 and concludes 24 hours later.)

I will accept an electronic copy of your paper via email. However, I am not responsible for any formatting issues that result from differences in computer settings. (To avoid this pitfall you may consider converting your paper to .pdf format using Adobe Acrobat or some other software. CNET suggests PDF direct at the following link: http://www.download.com/PDF-ReDirect/3000-6675_4-10255233.html.) I also accept no responsibility for your paper getting lost in cyberspace or for it arriving after the paper deadline due to interruptions in email service.

To facilitate this exercise, students will be required to meet with me in my office either during my office hours or at a time more convenient to your schedule—by appointment only!—in order to clear with me both the original source and the media account that you plan on using in your paper. The deadline for this meeting is the end of my office hours (Noon) on Tuesday, February 14. **Papers that have not been cleared by me will not be accepted!**

Below are some guidelines on the grading of the analytical papers, as well as an explanation of the formatting requirements. If you have any questions, PLEASE SEE ME!

Format Guidelines

1. Papers are to be at least six (6), and no more than ten (10), pages long. The title page, bibliography, and appendices do not count toward the page length.
2. All papers must have a title page which includes the title of the paper, your name, the course name or number, and the date.
3. Include page numbers, except on the title page.
4. Papers must be double-spaced, using 12-point Times New Roman font, and have one-inch margins on all sides. No hand-written papers will be accepted.
5. *Any quotes, phrases, ideas, or arguments that are not your own must be cited appropriately!* I will accept two citation styles, those of the American Psychological Association (APA) and the American Political Science Association (APSA). You will receive a copy of the APSA Style manual the first day of class. If you are not familiar with either of these two citation styles, or are in the least bit uncertain, PLEASE SEE ME!

Grading Guidelines

1. *Content* (40 points)
 - How much research has gone into the paper? Is relevant information included? Is irrelevant information excluded?
 - Has made use of material covered in class?
 - Is the main thesis plausible? Is it based on a “correct” examination of the evidence?
2. *Style* (40 points)
 - Does the student write well? Is the paper well-organized? Is the text of the paper easy to read?
 - Does the paper offer a fresh look at a topic?
 - Did the student incorporate a main thesis and support it either with compelling evidence or logic?
3. *Formatting* (20 points)
 - Are sources properly cited? Is an appropriate citation style used in the paper?
 - Did the student follow instructions? Cover sheet? Page numbers? Font? Spacing? Is the length of the paper within specified guidelines?
 - Punctuation and spelling. Are quotations properly formatted?

General guidelines

1. I am not particularly interested in what you believe, but **WHAT YOU CAN PROVE!** Be objective. For this reason, you might want to take on a topic about which you have no vested interest, but which is interesting to you.
2. Quotes longer than three lines long should be single-spaced and indented one inch from the right margin!!! Quotation marks are not necessary if quotes have been separated from the text.
3. **DO NOT USE INAPPROPRIATE OR COLLOQUIAL LANGUAGE IN YOUR PAPER!!!** You should treat formal assignments in this class as you would a business document or a professional letter. Just as you would not use inappropriate language in such documents, you should not use it in your assignments for this class. Exception: Direct quotes from outside sources.
4. The paper is worth 40% of your final grade in this course and is the major requirement in the class. Treat it accordingly. I usually can tell if a paper has been thrown together at the last minute. Those papers rarely attain passing grades.
5. Finally, **DO NOT** give me any reason to suspect that you have committed academic misconduct. Academic misconduct includes plagiarism, turning in work that you have submitted for another class, or turning in another person's work. See the Ohio State University's Code of Student Conduct for further information about university policies on academic misconduct for definitions and more information about prohibited activities: http://studentaffairs.osu.edu/resource_csc.asp. To put it more bluntly, **DON'T CHEAT!**

Course Grading

Exams, the term paper, and the final course grade will follow a traditional 100-point scale. Grades will be assigned according to the following metric:

100 ≥ A > 93	77 ≥ C > 73
92 ≥ A- > 90	73 ≥ C- > 70
90 ≥ B+ > 87	70 ≥ D+ > 67
87 ≥ B > 83	67 ≥ D ≥ 60
83 ≥ B- > 80	60 > E
80 ≥ C+ > 77	

Marks (Rule 3335-7-21)

A, A- The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be **in this range** of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

B+, B, B- The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be **in this range** of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

C+, C, C- The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be **in this range** of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

D+, D The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be **in this range** of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

E The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of "E" has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

Required Course Readings

Graber, Doris A. 2006. *Mass Media & American Politics*, 7th ed. Washington D.C.: CQ Press.

Graber, Doris, Denis McQuail, and Pippa Norris, eds. 1998. *The Politics of News, The News of Politics*. Washington: CQ Press.

Patterson, Thomas E. 1993. *Out of Order*. New York: Alfred A. Knopf.

West, Darrell M. 2005. *Air Wars: Television Advertising in Election Campaigns, 1952-2004*, 4th ed. Washington: CQ Press.

Electronic Reserve Readings

Bimber, Bruce, and Richard Davis. 2003. *Campaigning Online: The Internet in U.S. Elections*. New York: Oxford University Press.

Davison, W. Phillips. 1983. "The Third-Person Effect in Communication." *Public Opinion Quarterly* 47 (Spring): 1-15.

Delli Carpini, Michael X., and Bruce A. Williams. 1996. "Constructing Public Opinion: The Uses of Fictional and Nonfictional Television in Conversations about the Environment." In *The Psychology of Political Communication*, ed. Ann N. Crigler. Ann Arbor: University of Michigan Press.

de Tocqueville, Alexis. 2000. *Democracy in America*. Ed. Harvey C. Mansfield and Delba Winthrop. Chicago: University of Chicago Press.

Holbrook, R. Andrew, and Timothy G. Hill. 2005 "Agenda-Setting and Priming in Prime Time Television: Crime Dramas as Political Cues." *Political Communication* 22 (July-September): 277-95.

Livingston, Steven, and Todd Eachus. 1995. "Humanitarian Crises and U.S. Foreign Policy: Somalia and the CNN Effect Reconsidered." *Political Communication* 12 (October-December): 413-29.

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.

Rogers, Everett M., and James W. Dearing. 1988. "Agenda-Setting Research: Where Has It Been, Where Is It Going?" In *Communication Yearbook 11*, ed. James A. Anderson. New Brunswick, N.J: International Communication Association.

Schudson, Michael. 1995. *The Power of News*. Cambridge: Harvard University Press.

Vallone, Robert P., Lee Ross, and Mark R. Lepper. 1985. "The Hostile Media Phenomenon: Biased Perception and Perceptions of Media Bias in Coverage of the Beirut Massacre." *Journal of Personality and Social Psychology* 49 (September): 577-85.



University Libraries

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| Columbus, OH 43210 Phone: 614-292-6448 email: liberes@osu.edu

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5. Click on the listing for the course, you then go to the course reserves page.
6. On the course reserves page - materials are listed by author/title or title
7. Click on the article/item you wish to view/print.
8. Enter your name (first name only is sufficient) and university ID number,
then click on SUBMIT.
9. Most materials are in Adobe Acrobat PDF format so please use the Adobe Acrobat READER toolbar to print and make sure that you select the print option, "print as an image" (do NOT print from the browser button).
10. Web links (to other websites) and other file formats may be printed from the browser (Internet Explorer/Netscape) toolbar or from the associated program for the file (Word/PowerPoint, etc).
11. Note: If you see a listing for OCR TEXT items, those materials are for disability access screen reader software.
12. If you or your students have any problems accessing Electronic Reserve items, please contact the E-reserves Office via phone or email (contact info at top of page).

NOTES:

Netscape 7.1/AOL account/MAC computers – may experience problems.

The solution is to switch to Internet Explorer for access.

Adobe Reader can be downloaded from – <http://www.adobe.com/products/acrobat/readstep2.html>

For additional information please visit - <http://reserves.lib.ohio-state.edu/current/Eres/eres2001.html>

CLASS SCHEDULE

- January 3 *Class Introduction: The Philosophy of Science*
- January 5 *Mass Media and Mass Politics*
- **Graber, McQuail, and Norris** (hereafter “GMN”) Introduction, “Political Communication in a Democracy.”
 - **Graber**, Chapter 1
- January 10 *Ownership and Regulation*
- **Graber**, Chapter 2
 - **GMN**, Chapter 10
- January 12 *Free Speech*
- **Graber**, Chapter 3
 - de Tocqueville, “On Freedom of the Press in the United States” and “On the Relation between Associations and Newspapers.”
- January 17 *The News Media, Part I*
- **Graber**, Chapter 4
- January 19 *The News Media, Part II*
- **GMN**, Chapters 1 & 7
- January 24 *The News Media, Part III*
- **Graber**, Chapters 5 & 6
 - Vallone, Ross, and Lepper, “The Hostile Media Phenomenon”
- January 26 *The News Media, Part IV*
- **Graber**, Chapter 11
 - Livingston & Eachus, “The CNN Effect Reconsidered”
- January 31 **MIDTERM EXAM**
- February 2 *Elections*
- **Graber**, Chapter 8
- February 7 *Presidential Elections, Part I*
- **Patterson**, Prologue and Chapters 1-3

- February 9 *Presidential Elections, Part II*
- **Patterson**, Chapters 4-6
- February 14 *Campaign Advertising*
- **West**, Chapters 1-4
- February 16 *Congress and The Courts*
- **Graber**, Chapter 9 (pp. 271-286), Chapter 10 (pp. 287-296)
- February 21 *“All Politics is Local”*
- **Graber**, Chapter 10 (pp. 296-317)
 - **GMN**, Chapter 9
- February 23 *Mass Media Effects, Part I*
- **Graber**, Chapter 7
 - Rogers and Dearing, “Agenda-Setting Research: Where Has It Been, Where Is It Going?”
- February 28 *Mass Media Effects, Part II - ANALYTICAL PAPERS DUE!!!*
- Putnam, Chapter 13
 - Davison, “The Third-Person Effect in Communication.”
- March 2 *The Internet*
- Bimber and Davis, Chapter 2
- March 7 *Entertainment Media*
- Delli Carpini and Williams, “Constructing Public Opinion: The Uses of Fictional and Nonfictional Television....”
 - Holbrook and Hill, “Agenda-Setting and Priming in Prime Time Television: Crime Dramas as Political Cues.”
- March 9 *Interpreting and Evaluating the Mass Media*
- **Graber**, Chapter 12
 - **GMN**, Chapter 12
 - Schudson, “Trout or Hamburger: Politics and Telemythology.”

FINAL EXAM: Tuesday, March 14 3:30 to 5:18 p.m.

MISCELLANEOUS

Incompletes/Make-up Exams

NO incomplete grades or make-up exams will be given except in the event of personal illness, injury, or loss. The instructor reserves the right to require appropriate documentation (e.g. a note from your doctor) supporting the student's contention that she/he was unable to complete course requirements before providing opportunity to make-up any course requirements.

Academic Integrity

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper attribution) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy and reported to the University Committee on Academic Misconduct. For more on university policy, see <http://www.osu.edu/offices/oa/procedures>.

Students with Different Abilities

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability, which will make it difficult for you to carry out the work as outlined in this syllabus, or which will require extra time for exams, please notify me AND the Office for Disability Services (ODS) **in the first two weeks of the course** so that we may make appropriate arrangements. Federal law and university policy prohibits me from altering any aspect of this class to accommodate differently-abled students without pre-certification by ODS. If you have a question as to whether you have a condition that requires special arrangements, I urge you to contact the Office for Disability Services at the address below. All information and documentation of different ability is confidential.

Office for Disability Services
150 Pomerene Hall
1760 Neil Ave.
Columbus, OH 43210-1297
(614) 292-3307
TDD: (614) 292-0901
FAX: (614) 292-4190
<http://www.ods.ohio-state.edu/>

Final Caveat

The instructor reserves the right to alter this syllabus as necessary. Every attempt will be made to adhere to this document, but depending on the interests of the students and unforeseeable events during the course of the quarter, some changes may be necessary. The best way to keep apprised of any changes is to attend class regularly.