WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

The role of the media in contemporary society, including development, influence, rights, responsibilities, issues and trends — with emphasis on the social, political and economic effects.

Satisfies the Diversification - Social Sciences (DS) requirement. Prerequisite: Placement in ENG 100X and co-requisite enrollment in ENG 100.

The course may require individual conferences with the instructor outside of our regularly scheduled class time.

STUDENT LEARNING OUTCOMES

The student learning outcomes for this course are:

1. Compare and evaluate various forms of mass media and their effect on society.

2. Use critical reasoning skills to distinguish fact from opinion and judge the credibility of various information sources.
3. Describe and apply basic mass media principles as well as social science methods (e.g., interviews, observation and surveys) to analyze examples from the media.

4. Illustrate and explain why an understanding of news and media literacy is important in the 21st century.

**COURSE CONTENT**

This is an introductory course designed to give you an overview of the mass media, with a special emphasis on the news media and its role in contemporary American society. We will examine the development, role, rights, responsibilities and influence of the press as an institution in a democracy. We will also explore different forms of media—magazines, television, film, the Internet, social media, advertising and public relations—and critically analyze the messages they communicate and their impact on our everyday lives and our understanding of the world.

Classes will be a mixture of lecture, discussion and hands-on learning that will give you the chance to practice some of the skills required by various parts of the media including gathering information, writing in the news style, taking news photographs and conceptualizing advertisements and social media campaigns. We will also watch films on historical and contemporary issues in the media.

At a time when the digital revolution is spawning an unprecedented flood of information and disinformation each day, the course seeks to help you recognize the differences between news and propaganda, news and opinion, bias and fairness, assertion and verification, and evidence and inference. The goal is for you to become a more literate and discerning user and consumer of media.

Below is an outline of the course (subject to change):

- **Week 1** (August 21st & 23rd)  
  Introduction / Immersion Exercise

- **Weeks 2 - 4** (August 28th thru Sept.13th)  
  Journalism and news: from Old to New Media

- **Week 5** (Sept. 18th & 20th)  
  Project 1 Presentations Due – News Outlet

- **Week 6 - 7** (Sept 25th thru Oct. 4th)  
  Media ethics. **Story Pitch for Project 2 Due**

- **Week 8** (Oct. 9th & 11th)  
  Power of images in Multimedia Storytelling
**Week 9-10** (Oct. 16th thru 25th)

Video production 101: framing and composition with meaning. (Includes deconstruction and reconstruction of PSA Exercise in teams)

**Project 2 – Story Draft Due Oct. 16th**

**Weeks 10** (Oct. 25th)

**Weeks 11** (Oct. 30th & Nov. 1st)

**Week 12** (Nov. 6th & 8th)

**Week 13** (Nov. 13th & 15th)

**Week 14** (Nov. 20th & 22nd)

**Week 15** (Nov. 27th & 29th)

**Week 16** (Dec. 4th & 6th)

**EXAM Week** (Dec. 11th)

*Presentations (If needed)*
## ASSESSMENT AND GRADING

All assignments will be graded on a point system as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Project 1 – News Outlets (out of 10 total points) – Individual</td>
<td></td>
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<tr>
<td>Multimedia presentation/ Written Reflection</td>
<td>Week 5 (Sept. 18th &amp; 20th)</td>
<td>10</td>
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<tr>
<td>Project 2 – Media Creation (out of 33 total points) – Individual/ Teams</td>
<td></td>
<td></td>
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<tr>
<td>Pitch, outline and interview questions</td>
<td>Week 7 (Oct. 4th)</td>
<td>3</td>
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<tr>
<td>Written story for <em>Ka ‘Ohana</em></td>
<td>Week 9 (Oct.15th) draft</td>
<td>10</td>
</tr>
<tr>
<td>Written story for <em>Ka ‘Ohana</em></td>
<td>Weeks 10 (Oct. 25th) final story</td>
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<tr>
<td>Photographs for <em>Ka ‘Ohana</em></td>
<td>Week 9 (Oct.15th)</td>
<td>3</td>
</tr>
<tr>
<td>Photographs for <em>Ka ‘Ohana</em></td>
<td>Weeks 10 (Oct. 25th) final photos</td>
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<tr>
<td>COMPLETE PSA – Teams</td>
<td>Nov. 6th Election Day work on PSA</td>
<td>15</td>
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<tr>
<td>Video PSA Deconstruction-Presentations and Written Reflection</td>
<td>Week 13 (Nov.15th)</td>
<td>15+2= 17</td>
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<tr>
<td>Project 3 – Media Representation (out of 14 total points) – Teams</td>
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<tr>
<td>Pitch and outline</td>
<td>Week 14 (Nov. 20th &amp; 22nd). Thanksgiving</td>
<td>2</td>
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<tr>
<td>Project Project</td>
<td>Week 16 (Dec. 4th &amp; 6th)</td>
<td>10</td>
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<tr>
<td>Presentation &amp; Written Reflection</td>
<td>Dec. 6th or Exam Day</td>
<td>2</td>
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<tr>
<td>Reflection Papers (out of 18 total points)</td>
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<tr>
<td>6 Reflection Papers –up to 3 points each)</td>
<td></td>
<td>18</td>
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<tr>
<td>RF#1- August 28th - Inmersion Exercise.</td>
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<tr>
<td>RF#2- Sept 11th Media Log/ News Black Out Exercise</td>
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<td>RF#3- Sept 25th - From Old to New Media</td>
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<td>RF#4- Oct. 9th - Media Ethics</td>
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<td>RF#5- Nov. 4th - Future of Journalism</td>
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<td>RF#5- Nov. 20th - Branding &amp; Social Media</td>
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<td>RF#6- Dec 6th - Gender. Representation &amp; diversity in media.</td>
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<td>Participation (out of 25 total points)</td>
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<tr>
<td>Attendance &amp; Effort</td>
<td>Ongoing</td>
<td>10</td>
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<tr>
<td>Participation in class</td>
<td>Ongoing</td>
<td>15</td>
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<tr>
<td>Final Class Written Reflection</td>
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<tr>
<td>TOTAL POINTS</td>
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<td>100</td>
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Project 1 – News Outlets (10 percent): You will choose a news outlet to research, analyze, and report on and then share your findings with the class in a multimedia presentation. Guidelines will be handed out in class.

Project 2 – Print Media Creation/ PSA Deconstruction and Reconstruction (33 percent): One of the best ways to understand the media is to take part in deconstructing and reconstructing what has been created by others as well as creating your own media. In this project, you will be asked to conceptualize and produce 2 different media projects: 1) a print news story suitable for publication in the campus newspaper ‘Ohana, photographs and 2) you will be ask to reconstruct and deconstruct an existing PSA of your choice that has already been made - choose a cause/ message you care about – and in doing thi video you will learn what it takes to produce a PSA video. Guidelines will be handed out in class for the written story first and then the PSA construction and deconstruction.

Project 3 – Media Representation (14 percent): Whose stories are told in the media, and whose are left out? You will select a community of your choice (as defined by parameters like gender, race, ethnicity, sexual orientation, age and/or religion) and investigate how that community is represented in the media and what the impact is on that community and/or society at large. Part of this project will include learning the phasis of media production: research and development, preproduction, production and postproduction. After your research you will be asked to create a campaign with a message that will help represent the community of your choice in the right light – this includes the creation of your own message and the presention of the campaign to class. Guidelines about media elements that you can use will be handed out in class.

Reflection Papers (18 percent): Six times throughout the semester, you will be asked to reflect on the material that is covered in class in a brief 1-page paper. You will get more specific details on what you need to cover as the deadline to the assignment approaches.

Participation (25 percent): This component of your grade is comprised of attendance, active participation in class activities and discussions, including giving feedback to your peers during presentations and pitches. Attendande, active participation and best effort are key to me. See more about attendance in the Additional Information section.

Your points will be converted to a letter grade at the end of the semester as follows:

Point System and Letter Grades:
Note: These are whole grades. +/- (such as A-, B+) will not be given.

- 90 – 100 points = A
- 80 – 89 points = B
- 70 – 79 points = C
- 60 – 69 points = D
- Below 60 points = F

NOTE: MISSING MORE THAN 4 CLASSES = F TOO
LEARNING RESOURCES

There is no required textbook for this course. All required material for this class will be made available by the instructor. However, students will be expected to keep up with the day’s news, online or in print.

ADDITIONAL INFORMATION

Attendance, absences and difficulties: You are expected to attend all classes. This is crucial to understanding the work we do both inside and outside the classroom. Excused absences (for illness, jury duty, military duty, bereavement, etc.) must be cleared with me via email prior to or within 24 hours of your absence. You must provide documentation (doctor’s note, jury summons, etc.). I will make the final determination of whether the absence is excused.

Unexcused absences will count against your final grade. At the end of the semester, you will be awarded up to 5 attendance points based on the percentage of classes you attended. So if you had 4 unexcused absences during the semester, you will have attended 26 out of the 30 total classes or 86.67%. This would translate to .8667 x 5 = 4.333 attendance points. Being tardy more than 20 minutes of class counts as an unexcused absence.

I advice that you come to class because most of the material cover will take place during the sessions as opposed to learning the content on a book. If you do miss class, it is your responsibility to obtain any missed material/content through your classmates. If difficulties arise during the course, please see me before the problem affects your performance in the course. Waiting until the end of the semester does not work. We can work together to troubleshoot, but not if you allow the problems to linger and overwhelm you at the end of the semester.

Deadlines and late work: The journalism world is built on meeting deadlines. If you miss a deadline, you will be assessed a 5% late deduction for each class that the assignment is late, up to 25% of the assignment’s total worth. So if the assignment is worth 10 points and it is one class late, you can only earn up to 9.5 points. Two classes late, you can only earn up to 9 points. Three classes late, you can only earn up to 8.5 points. After 5 classes late, it will only be worth up to 7.5 points. Again, more than 4 classes missed without explanation is a F.

Learning environment: You are expected to maintain a supportive learning environment with appropriate behavior in class demonstrated by showing consideration for others, paying attention and focusing on specific tasks. Personal entertainment/communication devices must be turned off during class. Listening to music, web browsing, using your phone, text messaging, tweeting, social networking and email activities are prohibited, unless authorized under special circumstances. Violations will affect your participation grade.

Assignment specifics: All written assignments must be typed on a computer, using a standard 12-point font, double-spaced and with 1-inch margins on each side. Assignments turned in electronically must be done in Microsoft Word (.doc) or as a .pdf.
**Academic honesty:** Windward Community College follows the University of Hawai‘i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions, such as cheating and plagiarism. Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or drylabbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

To avoid plagiarism, you must give the original author credit whenever you use another person’s ideas, opinions, drawings, or theories as well as any facts or any other pieces of information that are not common knowledge. Additionally, quotations of another person’s actual spoken or written words; or a close paraphrasing of another person’s spoken or written words must also be referenced. Accurately citing all sources and putting direct quotations – of even a few key words – in quotation marks are required. **Note that all information on the Web is copyrighted just as it is in print. Do not use any online information without attribution or permission.**

A failing grade will be given on any assignment that has been plagiarized, and you will be reported to the Vice Chancellor of Student Affairs. The assignment must also be redone in order to pass the course.

**MY SUCCESS**

At Windward Community College, we want every student to be successful. MySuccess is a system-wide effort that seeks to connect students to campus supports early in the semester. If I feel you’re having difficulty in the class within the first few weeks of the semester (e.g. missing class, missing assignments), you will receive an email from me through MySuccess. The email will explain my concern and encourage you to make an appointment with me and other campus resources through MySuccess.

**DISABILITIES ACCOMMODATION STATEMENT**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information or go online at: [https://windward.hawaii.edu/Disabilities](https://windward.hawaii.edu/Disabilities).**

**FINALLY, A PERSONAL NOTE FROM ME and MY BACKGROUND!**

My intention is to create a class environment that encourages critical thinking, honesty, kindness, participation and experimentation as well as encourages the development of your point of view and ability to work collaboratively and creatively with each other. Your attendance, participation and best effort is essential to your success in this course. Give your best and you will do very well. And please keep this lines in mind as you move through the semester. Thank you!
"Continue under all circumstances. 
Don't be tossed away. 
Make positive effort for the good."
-Dainin Katagiri Roshi

Gemma Cubero del Barrio has a passion for the power of documentary and investigative journalism. Born and raised in Spain, she is a bilingual, bicultural writer, producer, director, and teacher with both a US bachelor and master’s degree in Journalism. For the last twenty years, Gemma Cubero del Barrio has managed and filmed documentary productions in Spain, United States, Mexico, Cuba, Germany, Argentina, Hawai’i, and the Cook Islands. In 2006, she founded her own documentary production company Talcual Films. Her work tends to highlight the power and intimacy of women’s real stories. Her own films, Ella Es El Matador (She is the Matador) and Homecoming have been supported by institutions such as PBS, Pacific Islanders in Communication, United Nations Global Environment Fund, Latino Public Broadcasting, Tribeca Film Institute, Point of View, the Spanish Embassy, the San Francisco Foundation, and the Sundance Film Institute Female Initiative. Gemma’s entry into film was through Lourdes Portillo as an Associate Producer and Investigator on the groundbreaking and award-winning documentary Señorita Extraviada. While interviewing women in the desert of Juarez, she committed herself to this career. She went on to work on many film productions, including producing with Julio Medem two feature length documentaries What’s Under Your Hat? and One Percent: Schizophrenia, both with theatrical and DVD release in Spain. Gemma combines her fulltime life as a documentary filmmaker with teaching. Just as she was mentored, she has gone on to mentor many young filmmakers, particularly young girls through Hawaii Women in Filmmaking. She has served as a visiting professor at Hawaii Pacific University, the University of Hawaii at Manoa, West Oahu, Windward Community College, and Círculo de Bellas Artes in Madrid, Spain. She has been nominated for the United States Artists Fellowship and received an Annenberg Fellowship to obtain her M.A. at the University of Southern California. Her thesis “Give Up Tomorrow: Documentary as a Tool for Change” has been published by Lambert Academic Publishing. Her film consulting clients include Latino Public Broadcasting, A Moment in Time Productions, and Ambulante California. For the last three years Gemma served as a judge for the Documentary and News Emmy® Awards and is honored to serve as a Network for the Promotion of Asian Cinema (NETPAC) member at the 37th Hawaii International Film Festival. Her latest film Ottomaticake celebrated its world premiere at the 37th Hawaii International Film Festival, “Made in Hawaii” Competition section and recently had a theatrical run at the Doris Duke Theater in May 2018. Ottomaticake will show at the Roxie Theater in San Francisco at the end of September and continues her journey thru the distribution circuit. Gemma’s career shows her commitment to independent storytelling, women’s voices, and mentoring the next generation of documentary filmmakers.

For more information about my film work visit: Talcualfilms.com