

RTV 3405 (76BA): TV and American Society

Summer 2018 – <http://elearning.ufl.edu/>. ***Our course begins Monday, May 14!***
Please read the important information below...

Each class week runs from Monday (module assignments OPEN) TO Sunday (module assignments DUE), WITH 3 days for Late Submissions, ending Wednesday. **Late Submissions will be docked (-5 points). Unless directed by the course facilitator, NO ASSIGNMENTS will be accepted via email submission.**

NOTE: Module Numbers and Semester Weeks **MAY NOT CORRESPOND**. For example, Module 6 may be a multi-week learning experience and, therefore, may be offered in Weeks 6, 7, and 8. So, do not look for assignments for Module 6 only in Week 6, dig?

Course Facilitator: Dr. Gladys L. Cleland (DM, HDD and 1986 M.A. **CJC Gator!**)

Video Lecturer: Dr. Jessica Mahone, UF Department of Telecommunications

Email: clelangl@jou.ufl.edu

Cellular: 315.382.8484 (Syracuse, NY – ET. Please call or text before 10 p.m. and be certain to identify yourself ☺)

Skype: By appointment – “thegladbo”

Welcome to “TV and American Society!”

The main learning objective for this course is to provide you with an introduction and foundational knowledge for topics highlighting *how* and *why* television has influenced every aspect of daily life and creates models for American social behavior and culture.

Issues and topics may include the evolution of television; milestones in TV history; TV business, leadership, and management theories; the political, social, cognitive, and behavioral effects of TV for the average consumer; the cultural practices surrounding TV technologies and program development; novel programming strategies; and advances in media technology. And, this course just offers a sample...*are you ready?*

FYI-1: This is a self-directed course, which means that you must be motivated and time manage your participation. Your facilitator does not lecture, but enhances your learning through discussions and assignments related to real world scenarios and text materials.

FYI-2: **EVERY submission should provide one to two credible and legitimate outside sources, referenced in APA Style.** See citefast.com for assistance in formatting. **Your Text is one of your course guides, NOT your only source of information. Even if an assignment appears opinion-based, you should seek resources to support your platform. I call this P-I-E [Platform – Investigation of supporting information – Example (provided to add credibility to your platform and the points you are attempting to make.)]**

Your Student Role includes:

- Checking course email and Announcements **daily**
- Obtaining external course materials as noted by the facilitator, via email, or in your course Announcements

- Completing all course readings and assignments **by deadline**
- Watching video lectures and taking your own notes, in addition to reading any related .pdf files or other literature URL links provided that complement these video lectures
- Participating in ALL discussions and exercises, and helping your facilitator to note any disparities in the materials (course materials are modified often and sometimes mistakes happen 😊)
- Practicing your innovative and entrepreneurial skills as a communications student (Be Resourceful!), and
- Communicating often with your professor 😊 I hold regular online office hours and will announce those to you via Canvas email. I encourage you to chime in, say hello, and ask questions!

My Instructor/Facilitator's Role includes:

- ❖ Facilitating your classroom success in a diplomatic, courteous, and fun environment. This is called establishing a “Social Contract,” where we set the boundaries for respectful communication interaction (more to come in Announcements)
- ❖ Reviewing, grading, and offering commentary on your assignments within a 10 to 14 day period. Many assignments are detailed and *may take longer* to offer the class feedback
- ❖ Evoking discussions that are substantive, backed up with citations/references, and introduce all of us to new ideas and perspectives (I want to learn from you, too!)
- ❖ Diplomatically resolving any issues that arise with assignments and other course materials
- ❖ Adhering to UF Academic Policies as well as Codes of Ethics promulgated by various Professional Communications Organizations
- ❖ Communicating often with YOU to learn about your world, your learning style, and how I may enhance your future success for Senior Projects, Internships, and Employment
- ❖ *Having some fun while learning together!*

My bio will be posted in the classroom soon AND I'll be asking for yours!

- I am a highly interactive prof who is available to you via telephone, Skype, and Text, throughout the day but, especially during the evening hours after I walk my furbaby!
- I am happy to speak with you via telephone and Skype by appointment.
- I like to use smiley faces 😊 or :-)
- Finally, it is extremely important for you to know that I DID NOT create this class, but am updating it along our semester journey. So, we may be discovering challenges along the way. Professional courtesy is expected!

Learning outcomes include enhancing YOUR ability to:

1. Recognize and identify television content and programming strategies
2. Analyze and apply concepts and theories to television content and programming strategies
3. Identify, define, and describe the tools and technologies used in television content producing
4. Research and apply current industry strategies and evaluative measures to television content production and content delivery methods (show creation!)
5. Participate in an asynchronous classroom forum – working individually or in small groups – to produce deadline materials, addressing the lessons assigned for the successful completion of this course. Time management is imperative 😊

Textbooks and Web Resource:

Medoff, N. J. & Kaye, B. A. (2017). *Electronic Media: Then, now, and later*. (3rd ed.). New York: Routledge. [Required.]

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: Author. [Suggested. Free online sources available.]

Citefast automatically formats citations: APA 6th edition, MLA 7th ed., and Chicago 16th ed. (2018). Retrieved from <http://citefast.com> [One of several free online sources available.]

E-Learning in Canvas:

Problems with access? Please contact the UF Helpdesk by email (helpdesk@ufl.edu) or by phone (352.392.4357 – option 2). You also may seek assistance at Learning-support@ufl.edu. **Do not contact your facilitator.**

Gator Honor Codes and Policies for Special Needs:

It is YOUR responsibility to research, read, understand and utilize the following codes and services to make each UF course experience productive, successful and enjoyable!

1. Academic Misconduct

Academic honesty and integrity are fundamental values of the University of Florida community and the community of Communication professionals. *Making fact errors on a project* includes, but is not limited to, plagiarism and [self-plagiarism](#), inaccurate or fabricated information, inaccurate or undocumented statistics, misspellings of proper names, misquotes, and more. These infractions will result in a **full letter grade deduction for that assignment**. Please proofread and fact check your writing, sources, and information carefully! Students should be sure they read and understand the [UF Student Honor Code](#) and the College's *Code for Academic Dishonesty*.

>>If you need help, please ask. [Online tutoring](#) also is available<<

2. Accommodations for Students with Disabilities: Students requesting classroom accommodations must first register with the [Dean of Students Office](#). A professional from the Dean of Students Office will provide documentation to the student, who then has the responsibility to provide that documentation to the Instructor when requesting accommodation.

3. Grading Policies: Information on current [University of Florida grading policies](#) can be found online or on campus at The Registrar's Office.

4. Instructor Evaluation...“GatorRater”: Students are highly encouraged to provide constructive feedback on the quality of instruction in this course. These evaluations are conducted online near the end of the semester and can be accessed within your course. Students will be notified of specific times when they are open. Summary results of these assessments are also available to students through GatorRater.

5. Netiquette: This is our classroom “social contract.” All members of the class are expected to follow rules of common courtesy in all forms of communication but, especially, email messages, threaded discussions, and chats. Don’t forget to use professionalism, too, when interacting via a telephone or Skype conversation! Please [read this article](#) BEFORE you whip off an email to your instructors or to one of your course colleagues...*just sayin’!*

Grading (This is your guide to success!):

Your work will be evaluated according to the distribution outline below and as specified in your Canvas Classroom. Late submissions receive a reduced grade and, generally, there are no make-up assignments unless you have a doctor’s note, a documented emergency, or you have negotiated with your instructor ahead of time >>>**Also, please note: Generally, there is no “extra-credit” offered in this course**<<<

DEADLINES>>> ALL assignments are due each week on Sunday at 11:59 p.m. Eastern Time. Modules generally will be opened weekly, but I may open a few at a time if all colleagues acclimate well to the course materials. Please note the difference between assignment DUE DATE (Sunday night) and LATE SUBMISSION/”UNTIL” DATE (Wednesday night).

Assignments (30%)

Students will complete assignments each week throughout the semester. These assignments are designed to show your understanding and mastery of the course material and its application. Assignments will vary in their nature, so stay tuned and pay attention!

Discussions (25%)

Throughout the semester, students will be asked to respond to “prompt” questions for discussion; research a topic or find a current article and provide a summary; or participate in an individual or group exercise to provide short commentary about that activity. Online classroom discussion protocol may be found in your classroom **Announcements**, so make sure you read and understand it! Some discussion posts may require you to respond to one or two colleagues with substantial information to earn full assignment points. ***Read these assignments carefully!***

Quizzes (20%)

Students will complete topical short answer and essay quizzes of various question.

Capstone/Final Project (25%)

Detailed information for this project will be sent via Canvas email and posted under **Announcements approximately Week 5.**

Grade Scale:

A	93 and above	C	73-75.99
A-	90-92.99	C-	70-72.99
B+	86-89.99	D+	66-69.99

B	83-85.99	D	63-65.99
B-	80-82.99	D-	60-62.99
<u>C+</u>	<u>76-79.99</u>	<u>F</u>	<u>59.99 and below</u>

>>>The instructors retain the right to deviate from this grade scale, if warranted, in the student's favor<<<

Course Schedule:

Each class week runs from Monday (module assignments OPEN) TO Sunday (module assignments DUE), WITH 3 days for Late Submissions, ending Wednesday. Late Submissions will be docked (-5 points). Unless directed by the course facilitator, NO ASSIGNMENTS will be accepted via email submission.

- **Assignment deadlines and other class details for each Module Week will be posted in the CALENDAR AND ANNOUNCEMENTS sections of this online classroom, generally each Sunday – check both Announcements and Email at least twice per day!**
- Again, it is extremely important for you to know that I DID NOT create this class and I'm not the person you will see in the video lectures. I am a seasoned broadcasting professional and academic journalist, so I'll add some interesting topics along the way! Just remember, together we may discover some course design challenges. Professional courtesy and patience is appreciated!
- Finally, WATCH your deadlines! Some change according to the content. Also, it's important to keep everyone engaged together and to help our colleagues who may be having technical challenges, which may delay their Weeks 1-2 submissions. Thanks for your professionalism!

Below is a tentative schedule of readings, which is subject to change, to accommodate course-related special projects.

Chapter 1: Opting into Today's Media

Chapter 2: From Marconi to Mobile Listening

Chapter 3: Television: From Radio With Pictures to Video Screens Everywhere

Chapter 4: Television and Radio Programs and Programming

Chapter 5: Interconnected by the Internet

Chapter 6: Digital Devices: Up Close, Personal, and Customizable

Chapter 7: Advertising: From Clay Tablets to Digital Tablets

Chapter 8: Audience Measurement: Who's Listening, Who's Watching, Who's Surfing?

Chapter 9: Social Media" Private Conversations in Public Places



Chapter 10: The Business of Entertainment and Media Ownership

Chapter 11: Media Operations

Chapter 12: Feature Films: “The Movies”

Chapter 13: The Personal and Social Influence of Media

Final Week of Classes ~ “Go Forth and Communicate!” ~Dr. Gladys ☺

#ClelandEDGE!

#YouCanROCKthisCourse!