

RTV 3411 – Race, Class, Gender and Media

Summer 2018 Syllabus

Professor: Annie Sugar, Ph.D.

Meeting Time: Online, class week runs from Monday-Sunday

Office Hours: Email to arrange for an email, phone, or virtual conference

Contact: amsugar@ufl.edu – send all messages to this address, NOT VIA CANVAS

Preferred Address: Dr. Sugar

Pronouns: she/her/hers

Instructor's policies

I am located in Denver, Colorado. I work during standard business hours in our respective time zones and try to respond to emails within 24-48 hours during the work week. **I generally do not check or respond to emails on the weekends.**

Before sending an email, please [read this article](#) and follow its etiquette instructions carefully. Emails that do not follow this protocol will not receive a reply.

All messages should be sent to my UFL email addresses, NOT CANVAS.

Messages sent on Canvas will not receive a reply. **Read the announcements on Canvas and your syllabus before contacting us with questions.** You are responsible for the content in both, and we will not respond to questions that have already been addressed in either resource.

After the first week, modules are available a minimum of two weeks in advance. We will do our best to post grades within a week of assignment deadlines (but there may be delays). You are responsible for knowing and meeting all the deadlines in this syllabus.

NO LATE WORK WILL BE ACCEPTED. NO EXTRA CREDIT WILL BE OFFERED.

Course overview and goals

This course will help you identify, observe, understand, and analyze issues of race, gender, and class present in traditional as well as social media. These issues need scrutiny from the communications industries, their professionals, as well as media audiences in their relevance for national and global diversity. You will be able to:

- Identify how cultural, social, and economic privilege can influence the media and media products.
- Learn about the media's influence over culture and stereotypes.
- Challenge various assumptions about barriers to diverse audience reach.
- Adapt professional practices and personal views to fit the needs of a diverse population
- Develop sensitivity towards embracing differences in media coverage
- Become an informed media consumer

Required texts

[Dines, G. & Humez, J. M. \(2015\). *Gender, Race, and Class in Media: A Critical Reader*. SAGE Publications, Inc. \(4th edition\).](#)

You must buy or rent this edition – there are earlier editions and a 5th edition, but we are not using that new book this semester. **Text chapters are required for your quizzes, exams, and meaningful inclusion and citation in ALL of your writing assignments beginning in Module 3; you are required to have your text to meet the deadlines of that module, including the discussion. If you lose or travel and forget your book, it is your job to replace or otherwise access your assigned chapters – do not contact the professor or TA.**

[APA Style Guide from Purdue Online Writing Lab](#) & [APA Style Blog](#)

You will be required to use APA style for all your writing, including in-text citations and reference lists for discussion posts and your final Media Analysis Paper.

Additional readings/media will be posted and linked in each module on Canvas.

As this is a journalism and media class, you are also expected to be a regular and critical consumer of the news about current events and the media during this class. Not being a regular television, film, or other media consumer will not be an excuse for not knowing what is going on, completing work, or following directions. If you don't know what something is, use the internet or library to look it up. Use Google and pay attention!

Recommended films

In addition to your required text and readings, I also highly recommend watching the following films, which are available to stream online and at most local public libraries. UF Library is ordering the films with asterisks below (they have the others) and will have all 10 films on three-day reserve shortly. Alachua Public Libraries also already has all these films available on DVD. **These films may NOT be used for you Media Analysis paper.**

**Indiana Jones and the Raiders of the Lost Ark* (1981)

**The Karate Kid* (1984)

**Down and Out in Beverly Hills* (1986)

Forrest Gump (1994)

The Celluloid Closet (1995)

**The Fifth Element* (1997)

Fight Club (1999)

The Help (2011)

Pitch Perfect (2012)

Hidden Figures (2016)

Course structure

This course is web-only – all work and assignments are available and due online on Canvas. No assignments will be accepted via email. All deadlines are Eastern Time. This syllabus and schedule are subject to change with notice via course announcements. **You are required to have your Canvas settings so that all announcements go to your email inbox and check your inbox daily. You are also required to log into Canvas to read and follow the feedback provided on your graded assignments (including comments in the rubric) to avoid repeated errors.** Because this is a three-credit class, you should expect to spend a minimum of nine hours a week on your work for it.

Each learning module will run from Monday at 11:00 am to Sunday at 11:55 pm ET of a given week, including holidays (except for spring break). Modules 3, 4 and 6 are two weeks long. It is the student's responsibility to follow and adhere to the course schedule on p. 13-15 of this syllabus. Modules usually consist of a PowerPoint lecture (with hyperlinked content you should click and read or watch), readings, media to watch or listen to, and a quiz. Six modules also have analytical writing assignments. Module 10 has no quiz or assignment. A midterm exam and a final exam cover the first and second half of the course. One final Media Analysis paper will also evaluate your mastery and understanding of the material. **Any student repeating this class may not submit the same work or work on the same topic they submitted to the course in past semesters; all assignments must be original to this section.** Final grades will be determined by the average grade calculated in the Canvas grade book and use the UF grading scale below.

The grade breakdown for this course is as follows:

Module quizzes: (10 x 10 points) 100 points (10%)
Analytical writing assignments: (6 x 50 points) 300 points (30%)
Media analysis paper: (1 x 300 points) 300 points (30%)
Comprehensive final exam: (1 x 300 points) 300 points (30%)
Total: 1000 points (100%)

Grading Rubric:

| | |
|-----------|-------------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69 |
| D | 64-66 |
| D- | 60-63 |
| E | 59 or lower |

MODULE QUIZZES: Students will complete an online quiz for each learning module, based on assigned readings, media, and lecture materials. Quizzes are open-book/note and vary in length from 10-20 questions with a 15-30-minute time limit. Quizzes will have true/false, multiple-choice, and matching questions. They will allow you to access one question at a time without revision, so take good notes and be prepared before you start. **Quizzes close Sundays at 11:55pm ET.**

ANALYTICAL WRITING ASSIGNMENTS: Students are required to write on specifically-assigned topics in Modules 1, 3, 4, 6, 8 & 9. Assignments are analytical essays that require critical thinking and synthesis of our course materials to support a clear and original thesis statement. While you may and should cite our lectures in your writing, most of your course material citations should comprise our readings and assigned media. Lectures are extra. **Discussion posts that do not meaningfully engage and cite at least one assigned textbook chapter from the module in which the discussion is assigned will receive an automatic zero** (for example, at least one text chapter assigned in Module 3 must be used and properly cited in your discussion post for Module 3). Some writing assignments have additional required course materials like videos or journal articles. Contact the [librarians](#) for support on any outside research.

These writing assignments are your opportunity to demonstrate understanding and mastery of the concepts taught in this course, so your work here must be excellent, thorough, and properly cited in text and with a list of references using APA style. To receive credit, these responses must follow these instructions (**also see the Writing Guidelines on p. 7-9, the Analytical Writing Assignment Checklist on p. 16, and the Analytical Writing Assignment Grading Rubric on p. 17 of this syllabus**):

- Give your post a creative and interesting title that accurately describes its content. Do not title posts "Module 3 Assignment," etc.
- Responses should include a clear thesis statement, strong synthesis of several course materials and an analysis citing those materials, and use academic style with correct grammar within each post. Do not include opinion or use first- or

second-person language, unless the assignment explicitly requests a personal perspective.

- **Cite ALL material (in lecture, readings, and media) as appropriate using [APA in-text parenthetical citations](#) AND a [reference list](#) at the end.**
- All lecture references must be specific about the lecture slide and the content from the slide being referenced. Just writing “according to our lecture” or “according to the lecture for Module 5” is not acceptable. Lectures are not adequate course material engagement for your discussion posts. You may use them, but you MUST cite and apply multiple course readings/media in your discussion posts, including our textbook chapters, when assigned.
- **Analytical writing assignments that do not cite multiple (more than two) course readings/media (including at least one assigned text chapter for that module, if there are any assigned, and other required course content) will receive zero grades.** Strong discussion posts (receiving A and B grades) will generally meaningfully cite at least five module (or other course) materials as part of overall excellent work. However, citing five course materials does not guarantee an A or B.
- Outside research is welcome and encouraged in addition to the use of our course readings when writing your assignments, but they do not replace the citation of course materials. All outside references that you include in your assignments must also be cited using proper APA in-text citations and references.
- With very rare exception, work published online by undergraduate and master’s students, wikis, blog posts, message boards, and other social media are not acceptable sources for your assignments in this course unless otherwise noted.
- **Our textbook is an edited collection of essays, so references to text readings must properly cite which chapter you are applying to your analysis using the [APA citation for a chapter in an edited book](#). Use the correct authors, titles, and page numbers of the chapters when discussing and citing them, not just the chapter.**
- Students must meaningfully engage the content they reference and apply it to their analysis. Just citing or repeating the source to tell us what it says is not enough, nor is just stringing together quotes from sources without providing your own context and analysis. You must tell us why what you are citing is significant and how it applies to support your thesis.
- **Quotes may not stand alone in your writing;** they MUST be part of an original sentence YOU wrote that provides analysis and context. Direct quotes MUST be in quotation marks AND have in-text citations with page numbers.
- **Each in-text citation in your post must have a full APA reference in the works cited list at the end of your post.** No reference should be in your works cited list that does not have a corresponding in-text citation.

All assignment posts are due ON CANVAS Sunday nights by 11:55 pm ET, which corresponds with the end of the module that includes the. **Any posts or parts of posts received after the deadline will not receive credit; you must submit the ENTIRE post – including your reference list – before the deadline. Assignments that do not include complete reference lists that match the in-text citations in the post will receive a zero. Failure to provide references is also considered plagiarism and is therefore an honor code violation.** The assignments are set up to automatically close at the deadline time, so work must be submitted via Canvas BEFORE 11:55pm ET.

Posts will be evaluated using the grading rubric attached to the assignments.

Sabrina Islam, our teaching assistant, will grade your analytical writing assignments. It is your responsibility to ask questions in a timely manner when you have them and to read the feedback on your assignments and apply it to your future work. Please do not make the same errors repeatedly and please contact us for help when you need it.

MEDIA ANALYSIS PAPER: This assignment will require you to do a well-researched three-to-five-page intersectional analysis of portrayals in a theatrical, U.S.-produced English-language film of your choice (no documentaries). You will submit a proposal for your film and approach for your paper in Module 6. The professor will provide your proposal with feedback and eventual approval. Specific, in-depth instructions will be posted in the assignment. Your job is to evaluate the content using feminist media criticism and examine the role and significance of an intersection of race/class/gender in the film you select. You will be expected to reference and cite multiple textbook chapters in this paper, and a strong paper will likely have a minimum of seven course materials as sources. Again, contact the [librarians](#) for help with any outside research you need or want to do for this assignment. Your paper may also address intersections of disability, sexuality, age, and body size, if they apply. The assignment instructions, APA requirements, and Writing Guidelines on p. 7-9 of this syllabus all apply. See the Media Analysis Grading Rubric on p. 18-19 of this syllabus. **Paper proposals are due on Sunday, June 24th before 11:55pm ET. Final papers are due Sunday, July 29th before 11:55pm ET.**

COMPREHENSIVE FINAL EXAM: Students will complete a comprehensive final exam that will cover **all** course materials (including links in the lectures). The exams will be open-book/note, have a two-hour time limit, and consist of 50 true-false and multiple-choice questions. Unlike the module quizzes, you will be able to view all the questions at once and be able to go back to questions and make revisions your answers before submitting. **The final exam opens at 11am ET on Monday, August 6th and closes at NOON ET on FRIDAY August 10th.**

Writing guidelines

Style/Organization

- **Use APA style with parenthetical in-text citations and reference lists.**
- You are writing formal academic work, so avoid informal language. Avoid using contractions (can't, won't), slang, or conversational language in your essay unless you are quoting a source or it is necessary to make a point.
- **Avoid using pronouns and vague words such as "these," "this," "seems" "stuff," or "things." Be specific!**
- Write in the third person. Do not use first-person ("I," "me," "my") or second-person ("you," "your," "we," "our").
- Do not include opinion. Your personal feelings or experiences are not appropriate for our assignments.
- Use transition words when moving from one thought or paragraph to another. See the transitional devices list below for examples.
- Remember organization! Your posts and paper must have a clear, identifiable thesis and an introduction, a body of support, and a conclusion. I should be able to identify the main idea of each paragraph, and the paper should flow from one paragraph to another to build an argument. Create and follow an outline when writing your first draft – and yes, WRITE A FIRST DRAFT.
- **A thesis does not just say what the paper will do or make a general statement. It is a succinct sentence that takes a position and makes an original argument.**
- Avoid tense shifts. Use present tense unless you write about a past event or quote.
- Use direct language and active voice – avoid using forms of "be" as the verb in your sentences. Use active verbs instead. Example: "Today's high school students **use** Twitter to express their thoughts about the news." rather than "Today's high school students **are using** Twitter to express their thoughts about the news."
- Broad arguments are hard to defend, so make sure that your thesis is focused. It is always better to go in-depth into a specific theme than to just superficially touch on a broader area of topics.
- **Avoid generalizations. You must support any claims you make with sources.**
- **Avoid clichés** like "throughout history," "since the beginning of time," "in these modern times," "in today's society," "in our society," "in this modern age," "in this day and age," "today's generation."

Grammar

- Remember the difference between "they're," "there," "their," "you're," and "your."
- Do not use sentence fragments. Every sentence must have a main clause with a noun and a verb. Sentences should not start with "and" or "but."

- Be sure your sentences have subject-verb agreement.
- Avoid run-on sentences that ramble on and on and never really make a point or have a lot of commas or just go on for a really long time like the one that you are reading right now. Break up run-ons into shorter sentences.
- Numbers 1-9 should be written out as words. Numbers 10 or higher should be digits.
- Do not end a sentence with a [preposition](#).
- Punctuation marks go INSIDE quotation marks. If you have an in-text citation, the citation goes after the close quotes and punctuation goes after the in-text citation.
- Not sure how to use semicolons? Google it or [use the punctuation guidelines on Purdue OWL](#).
- Only use an apostrophe "s" for the possessive -- "Joe's beer." Apostrophes are never used to make a noun plural, including when discussing decades (example: "1990s," not "1990's" -- unless you're talking about something that belonged to 1990). Make sure you include apostrophes where necessary.
- Always proofread for spelling errors--do not rely on the computer for spelling or grammar checks, it will make mistakes! Have a friend or roommate look over your work for you and write more than one draft.
- If you don't know how to spell a word or what it means, look it up in a dictionary.

Avoiding Plagiarism

There are many forms of plagiarism: repeating another person's sentence as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. It is perfectly acceptable to use the ideas and words of other people, but we must never submit someone else's work as if it were our own, without giving appropriate credit to the originator. Here are some specific guidelines to follow:

- **Quotations.** Whenever you use a phrase, sentence, or longer passage written (or spoken) by someone else, you must enclose the words in quotation marks AND use in-text citations with page numbers to indicate the exact source of the material. This applies also to quotations you alter.
- **Paraphrasing another's language.** Avoid closely paraphrasing another's words: substituting an occasional synonym, leaving out or adding an occasional modifier, rearranging the grammar slightly, just changing the tenses of verbs, and so on. Either quote the material directly, using quotation marks, or put the ideas completely in your own words. In either case, acknowledgment is necessary. Expressing someone else's ideas in your own way does not make them yours.
- **Facts.** In a paper, you will often use facts that you received from a lecture, a reading, a video, or some other source. If the facts are well known, it is usually not necessary to provide a source. (In a paper on American history, for example, it would not

ordinarily be necessary to give a source for the statement that the Civil War began in 1861.) However, if the facts are not widely known or if the facts were originally developed or presented by a specific source, you must provide a citation.

- **Ideas.** If you use an idea or ideas that you learned from a lecture, reading, media, or some other source, you must identify the source whether you agree with the idea or not. It does not become your original idea just because you agree with it.
- In general, all sources must be identified as clearly, accurately, and thoroughly as possible. **When in doubt about whether to identify a source, either cite the source. You can also consult your instructor.**
- **Use APA format for all in-text parenthetical citations and your reference list.**

Transitional Devices

Transitional devices help you to carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. There are several types of transitional devices, and each category leads your reader to make particular connections:

To Add: and, again, and then, equally important, finally, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

To Compare: whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, although, conversely, meanwhile, after all, in contrast

To Prove: because, for, since, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition,

To Show Exception: yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

To Show Time: immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc), next, and then

To Emphasize: definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, never, emphatically, unquestionably, without a doubt, certainly, undeniably

To Show Sequence: first, second, third, and so forth. next, then, now, at after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

To Give an Example: for example, for instance, in this case, to demonstrate, to illustrate, as an illustration

To Summarize or Conclude: to conclude, in conclusion, hence, therefore, thus, as a result, consequently

Class environment

This course will cover sensitive topics. While all students are entitled to their opinions and strong feelings about one or more of the topics, each student should be mindful about expressing them. Remember that it is much different to communicate thoughts and opinions over discussion boards than in person. Both students and faculty each have a responsibility to maintain an appropriate learning environment online. It is expected that we will all show professional courtesy and good netiquette in our discussions. Do not use derogatory language in your discussion posts or assignments. Disrespect, direct or covert, will not be tolerated under any circumstances. If you have questions about the use of specific words or language that may be deemed derogatory, obscene, or biased in some way, clarify with the instructor via email before including such words/phrases in your work. Per university policy, we will all give due respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, and gender expression, age, disability, political affiliation, and nationalities. **If there is a pronoun or name everyone involved in the class should use in our discussions with you, please let us know. Instructors and students will gladly honor your identity.**

Deadlines

Deadlines must be met to receive credit for work, and assignments and exams close at their deadlines. **NO LATE WORK WILL BE ACCEPTED AND NO EXTRA CREDIT IS OFFERED IN THIS CLASS.** If you encounter technical issues in submitting an assignment or taking a quiz or exam, you must CALL the UF HelpDesk at 352-392-HELP and immediately forward the e-ticket they e-mail you to the instructor. Do not use the Canvas help function. Any claims of technical issues without a HelpDesk e-ticket will not receive consideration. **Missing a deadline and finding that Canvas will no longer allow you to complete a quiz/exam or submit an assignment is neither a glitch nor a technical issue, so please do not email the professor or TA for help with it.**

As you will have access to all materials and assignments well in advance, please plan accordingly and work ahead to avoid potential interruptions, as you are responsible for meeting our deadlines. Any technology issues with your own equipment will be your responsibility to repair, replace, or substitute to properly complete your work on time and will not be reason for deadline extension.

Students with disabilities

Students in need of accommodations must first register with the [Disability Resource Center](#) in the Dean of Students Office. The Disability Resource Center will provide documentation to the student, who must then provide this documentation to the instructor when making a [request for accommodations](#). Please contact the professor within first two weeks of class with documentation to request accommodations. I will most happily (and legally) comply! Accommodations cannot be applied retroactively.

Academic honesty

As a student at this university, you have accepted a commitment to the Honor Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which it was founded. The instructor of this class is bound to take that commitment seriously and encourages you to contact her with specific questions regarding the Honor Code and your responsibilities within this course.

Specifically, plagiarism will be grounds for significant penalty, including, but not limited to a failing grade/zero credit for the assignment and a possible failing grade for the course. Plagiarism may include a failure to provide in-text or reference citations for sourced material, copying portions of others' work without appropriate citation, and inappropriately reusing your own work from this and other courses. Please note:

- **Quoted or copied language that is not original to you MUST BE IN QUOTES AS WELL HAS HAVE AN IN-TEXT CITATION, AND THE IN-TEXT CITATION MUST INCLUDE A PAGE NUMBER FOR THAT QUOTE, IF THE SOURCE IS ONE THAT HAS PAGE NUMBERS. IF THERE ARE NO PAGE NUMBERS, THE QUOTE MUST HAVE CLEAR ATTRIBUTION OF THE PERSON QUOTED.**
- **Paraphrased sources/ideas/concepts that are not original to you also need in-text citations.**
- **Failure to submit a full and accurate reference list of works cited with your posts and papers before their deadlines is also considered plagiarism and therefore an academic integrity violation.**
- **Unintentional plagiarism is STILL plagiarism and an honor code violation.**

Cheating is also a violation of the honor code and subject to the same penalties.

University of Florida students are expected to read, understand, and follow the [Student Conduct & Honor Code](#). Violations of this code are taken very seriously and can result in your failure of this course and additional sanctions. **I require you to watch**

this helpful [Avoiding Plagiarism video](#) from the Office Dean of Students at the start of the semester (in Module 1) to help you with citations in your research and writing.

Help with writing and study skills

The UF University Writing Program has several [writing strategy videos](#) available for free online to help you with planning, researching, organizing, citing, writing, and proofreading discussion posts and Media Analysis papers. The Writing Program also has a series of [videos that focus specifically on grammar](#). Watch and use them! Finally, they have [online videos that can help you with your study skills and test-taking strategies](#), too.

The new [Writing Studio](#) is a free service for current UF graduate and undergraduate students. Students can work one-on-one with a consultant on issues specific to their own development. Because their aim is to help students become more effective writers, they do not simply proofread or edit documents. They can, however, assist students to become better proofreaders and editors of their own work. **Their main office is 302 Tigert Hall, and their office phone is 352-846-1138. They also offer online tutorials from 11am-4pm ET on Wednesdays. You must [register in advance](#) for all tutorials.**

Instructor evaluation

Students are highly encouraged to provide feedback on the quality of instruction in this course. These evaluations are conducted online at <https://evaluations.ufl.edu> and are typically open during the last two or three weeks of the semester. Thank you for taking the time to complete this process.

COURSE SCHEDULE

The instructor reserves the right to modify this schedule as necessary for the benefit of the class. Reading assignments are posted in each Module on Canvas.

| DATE | TOPIC/ASSIGNMENTS |
|-------------------------|---|
| Week 1 May 14-20 | <p>Module 1: Introduction & Class Requirements</p> <p>Familiarize yourself with our syllabus, the course assignments and schedule, class policies, APA style, and how to succeed in an online course.</p> <p>Read the syllabus and the assigned article, watch the Avoiding Plagiarism video, and review APA OWL</p> <p>Quiz 1, Discussion 1 <i>(Due 5/20 11:55pm)</i></p> |
| Week 2 May 21-27 | <p>Module 2: Media Diversity</p> <p>What are we doing here? What is media diversity? What is gender? How do the media handle race in acts of terrorism or violence? How do media consumers respond? What is media literacy?</p> <p>Quiz 2 <i>(Due 5/27 11:55pm)</i></p> |
| Week 3 May 28-June 3 | <p>Module 3: Entertainment Media</p> <p>How do entertainment media present race, gender and class? What are feminism and feminist media theory?</p> <p>Quiz 3, Discussion 2 <i>(Due 6/3 11:55pm)</i></p> |
| Week 4 June 4-10 | <p>Module 4: Media & Stereotypes</p> <p>What is stereotyping? How does stereotyping affect media audience? Do the media treat men and women political candidates equally?</p> <p>Quiz 4, Discussion 3 <i>(Due 6/10 11:55pm)</i></p> |

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| <p>Week 5 June 11-17</p> | <p>Module 5: The Blacks, Whites, Pinks & Blues of Media Ownership What is media homogenization? How does ownership of media affect content?</p> <p>Quiz 5 <i>(Due 6/17 11:55pm)</i></p> |
| <p>Week 6 June 18-24</p> | <p>Module 6: Media Analysis We will learn to research and perform intersectional analysis of a film in preparation for your final paper. Your proposal for your final paper proposal will be your quiz grade and a discussion post is due.</p> <p>Media Analysis Paper Proposal Due (Quiz 6) & Discussion 4 <i>(Due 6/24 11:55pm)</i></p> |
| <p>Summer Break June 25-July 1</p> | |
| <p>Week 8 July 2-8</p> | <p>Module 7: Journalism & Difference How informed are the media? How do media content creators determine what to put out there? What is real? Do media content producers affect the presentation of reality?</p> <p>Quiz 7 <i>(Due 7/8 11:55pm)</i></p> |
| <p>Week 9 July 9-15</p> | <p>Module 8: Selling & Spinning: Advertising & PR Practices How are men and women represented in advertisement? What is body image?</p> <p>Quiz 8, Discussion 5 <i>(Due 7/15 11:55pm)</i></p> |
| <p>Week 10 July 16-22</p> | <p>Module 9: Online Media What are the outcomes of social networks? What are the consequences of anonymity in online discussions?</p> <p>Quiz 9, Discussion post 6 <i>(Due 7/22 11:55pm)</i></p> |

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| <p>Weeks 11 July 23-29</p> | <p>Media Analysis Paper Writing Week <i>Media Analysis Papers Due <u>Sunday, 7/29 11:55 pm</u></i></p> |
| <p>Weeks 12 July 30-Aug 5</p> | <p>Module 10: Participatory Media Culture What happens when the audiences talk back to the media? What effect does the ability for people to create their own media have on media diversity, representation, and stereotypes?</p> <p>No Quiz or Discussion Post for 10 (but it is on the final exam) STUDY FOR YOUR FINAL EXAM</p> |
| <p>Week 13 Aug 6-10</p> | <p>FINAL EXAM DUE 8/6</p> <p>Opens Monday 8/6 @ 11am & closes <u>FRIDAY 8/10 @ NOON ET</u></p> |

Discussion Post Checklist

- I have reviewed and understand the grading rubric attached to the assignment.
- I have an interesting title that accurately describes my post's content.
- I have a clear and identifiable thesis statement in my introduction.
- My writing performs strong analysis rather than just repeating what my sources say or listing quotes from them. I explain how my sources support my thesis.
- I have properly synthesized several course readings/media in my posts, including our textbook chapters, when assigned.
 - All lecture references specify the lecture slide and the specific content from the slide being referenced.
 - I have meaningfully referenced (not just quoted) and cited at least one textbook chapter from *this module* (if one is assigned).
 - My textbook citations are correct and cite the proper authors, chapters, and page numbers using [APA in-text and reference citations for a chapter in an edited book](#). I have not referenced the editors as authors of the chapters I cite.
 - Any outside research is in addition to citing several course readings and not from blogs and other social media (except when necessary on rare occasion).
 - I have cited **ALL** material using the **correct** [APA in-text parenthetical citations AND included an APA style reference list](#) at the end. I have asked the instructor or teaching assistant for help if I have questions about what citation is required.
- My writing is within the required word count and proofread for grammar, spelling, and typos. (Friends can proofread for you, too, and the Writing Studio can help improve your own editing skills.)
 - Titles of publications, films, and television shows are italicized in my writing.
 - My writing does not use first ("I," "me," "my") or second ("you," "we," "our") person, unless the assignment explicitly requests a personal perspective.
 - My writing has clarity and is free of sentence fragments and run-on sentences.
 - My sentences do not use pronouns or "this," "that," or "those" as subjects.
 - My writing makes statements rather than asking/proposing questions.
 - My writing uses no slang (except in quotes or where a point is needed) and is written in academic style. Numbers 1-9 are words, and 10 or higher are digits.
 - My writing has paragraph breaks in the proper places
- I have reviewed the grading rubric and submitted my full post – including my complete reference list – before the Sunday 11:55pm ET deadline.

Discussion Post Grading Rubric

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| Interesting title that accurately describes the post content | 1 point |
| Clear thesis statement that makes an argument/takes a position | 2 points |
| The post is well and narratively-written with strong analysis that explains how the sources support the thesis | 15 points |
| <p>Synthesis of several course readings/media in the post, including our textbook chapters, when assigned.</p> <p><i>All lecture references specify the lecture slide and the specific content from the slide being referenced. Textbook citations cite the proper authors, chapters, and page numbers using APA in-text and reference citations for a chapter in an edited book. Any outside research is <u>in addition to</u> citing several course readings and not from blogs and other social media (except when necessary on rare occasion). Quotes do not stand alone; they are incorporated into larger sentences the student wrote that provide context and original analysis. All sources are cited using the correct APA in-text parenthetical citations AND are included in an APA style reference list at the end. Papers that do not use assigned textbook chapters as meaningful sources receive an automatic zero grade.</i></p> | 10 points |
| <p>The post follows the Writing Guidelines in the syllabus, has proper grammar and spelling and is free of typos. <i>The post follows the syllabus' writing guidelines. Titles of publications, films, and television shows are italicized. The post is written in third-person, unless the assignment explicitly requests a personal perspective. The writing is clear and free of sentence fragments and run-on sentences. Sentences do not use pronouns or "this," "that," or "those" as subjects. The writing makes statements rather than asking/proposing questions. The post is free of slang (except in quotes or where a point is needed) and is written in academic style. Paragraph breaks are present and in the proper places.</i></p> | 10 points |
| The post meets the required word count and is long enough to make a strong, complete, and well-supported argument. | 2 points |
| The post responds fully and to the assignment and follows the requirements. | 10 points |
| TOTAL | 50 points |

Media Analysis Paper Grading Rubric

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| Papers that do not analyze a film that meets the assignment guidelines or individual, pre-approved adjustments will receive no credit. | 0 points |
| Interesting title that accurately describes the post content | 10 points |
| Clear and succinct thesis statement in the introduction that makes an argument/takes a position | 20 points |
| The paper is well and narratively-written with strong analysis. It has solid research and explains how the sources support the thesis. The paper is not a film review or opinion piece. | 100 points |
| The paper employs a meaningful synthesis of a minimum of SEVEN course readings/media (excluding lectures), including AT LEAST TWO TEXTBOOK CHAPTERS. <i>All lecture references specify the lecture slide and the specific content from the slide being referenced. Textbook citations cite the proper authors, chapters, and page numbers using APA in-text and reference citations for a chapter in an edited book. Any outside research is in addition to citing several course readings and not from blogs and other social media (except when necessary on rare occasion). Quotes do not stand alone, but rather are incorporated into larger sentences written by the student that provide context and original analysis. All sources are cited using the correct APA in-text parenthetical citations AND are included in an APA-style reference list at the end. Papers that do not use at least two textbook chapters as <u>meaningful sources</u> will receive an automatic zero grade.</i> | 50 points |
| The paper follows the Writing Guidelines in the syllabus and has proper grammar and spelling and is free of typos. <i>Titles of publications, films, and television shows are italicized. The paper is written in third person, unless the assignment explicitly requests a personal perspective. The writing is clear and free of sentence fragments and run-on sentences. Sentences do not use pronouns or "this," "that," or "those" as subjects. The writing makes statements rather than asking/proposing questions. The paper is free of slang (except in quotes or where a point is needed) and is written in academic style. Paragraph breaks are present and in the proper places, and paragraphs are properly indented. Quotes 40 words or longer are properly formatted as block quotes per APA style.</i> | 50 points |
| The paper is three to five pages long (three pages means a full three pages), and is properly formatted (double-spaced, one-inch margins, and 12-point Arial font). | 20 points |
| The paper responds fully and to the assignment and follows the requirements. | 50 points |
| TOTAL | 300 points |