

Journalism Studies

JOU 4008, Section 02C8

Semester: Summer A, 2019

Meeting Times:

Tuesday and Wednesday (3:30 PM - 6:15 PM)

Thursday (3:30 PM - 4:45 PM)

Instructor: Greenberry Taylor

Contact: gtaylor45825@ufl.edu

Office Hours: Since Summer A zooms by so fast, I will not hold regular office hours. However, I will be available one-hour before each class in my office. I am also happy to meet by appointment.

Course Description

First off, welcome to Journalism Studies! This course is designed to strengthen critical-thinking skills about the role media plays in shaping culture and society. Using a variety of lenses and theories, we will examine current and historical texts from different mediums – such as print, television, web, and social media – to develop a better understanding of history, function, and ultimately impact. Furthermore, these texts will be deconstructed to understand the meanings embedded within. News, sports, popular culture, music and arts will all be used as vehicles to discuss issues of gender, race, classism, sexism, religion, and stigmas. While these topics are sensitive, complex, and to some degree personal, you should be prepared to actively engage in discussion on course material. Ultimately, this course serves as an opportunity to shift your perception of media by viewing it through different lenses and theoretical frameworks.

Student Learning Outcomes:

- To develop the ability to critically examine media from the viewpoint of a critical-thinker or scholar.
- To gain a basic understanding of the Social Construction paradigm and apply it to media and journalism.
- Develop awareness about the power media has on shaping cultural and societal norms and ideologies.
- Use theory as a framework to better understand messages, meaning, and intention of texts in media.
- To develop the ability to argue interpretation of media text through strong rhetoric supported by rigorous research.

Course Structure

Most classes will consist of discussions of weekly readings, video or audio, lecture material, guest speakers (live or via Zoom), topic lead by student group, online discussion forums, and one assigned paper.

Required Text & Equipment

- No required text (rejoice!)

- Bring a laptop or tablet to class, but **keep it closed** unless it is for class activity.

Additional Course Management Information

Accommodations for disability

If you have an issue or disability that you would hinder your production in this course, please let me know on the first day of class. I will help to the best of my ability. Students requesting classroom accommodation must first register with the Disability Resource Center <https://www.dso.ufl.edu/drc/> as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in Reid Hall https://www.dso.ufl.edu/documents/drc/Reid_Construction_Map_2.pdf, 352-392-8565 (877-983-3326 Toll Free). If you are seeking additional accommodation such as extended time, you must still register through the DRC, after which students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

Your Health

Please take care of yourself! Your health and wellbeing, both physical and mental, are of the utmost importance. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Deadlines and Assignments

Deadlines are firm. Late assignments will not be accepted unless you have a legitimate and documented excuse. We need everyone to turn in their assignments in on time in order for online discussion, and in-class discussion, to be constructive and useful.

R-e-s-p-e-c-t and Kindness

When someone in class is speaking or lecturing, please be respectful and do not check your cellphone, browse the web, fall asleep, talk to other classmates, etc. Also, as mentioned earlier, we will be discussing sensitive, controversial, and personal topics. During these conversations you will need to consciously observe your own personal biases and views on topics. If you chose to speak, articulate your thoughts and ideas in a professional and succinct manner, supporting them with examples and facts rather than statements that begin with, “Well, in my opinion ...” You should also take your classmates into consideration before you speak. This heightened self-awareness can foster a more mindful approach to critical-thinking. You will also need to respect your classmate’s views and opinions, keeping an open mind while listening to their contribution to discussion.

Syllabus Changes

The instructor reserves the right to alter, with notification, the syllabus or course schedule as the need arises. Changes might be related to the need to study timely media that that did not exist

during the creation of the syllabus, guest speaker's availability and schedule, and outside conflicts.

For the Record

I have no agenda. My social and political beliefs will not be inserted into this class, and therefore you should *never* try and respond to a question, write a response or paper that has the foundation of something you believe I *want to hear* instead of *what you believe*. This is a time for you to develop your beliefs and ideologies, and advocate for topics you are passionate about.

Honesty, Integrity and Ethics

UF students are bound by [The Honor Pledge](#). The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions handed down for engaging in those behaviors. **Anyone who violates these policies in this course will receive a failing grade in this course and face further sanctions from the college and university.**

Writing and Plagiarism

It is YOUR responsibility to understand what constitutes as plagiarism. In turn, that means you should always give credit *whenever* you draw on someone else's work; when in doubt, always cite! I will run work through a plagiarism detector. Prof. Mindy McAdams constructed [a wonderful resource related to plagiarism](#) that I highly recommend you refer to when in doubt, along with the [Indiana University's Writing Tutorial Services](#). If you are still in concerned about citation or plagiarism, *please* feel free to ask me! The penalties for plagiarism are severe, including dismissal from the program.

Participation and Attendance

Attendance

Excuses for absences must fall in-line with University regulations. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays (with advance notice), and participation in official university activities such as music performances, athletic competition or debate.

Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. For any absence, you must have evidence for why you missed the class, after which I will decide if the absence is legitimate. Excused absences must have professional documentation. Obtaining written verification for an excused absence is your responsibility, as is arranging to complete any missed work. If you cannot be in class, please send me an email BEFORE CLASS STARTS.

Participation (10%)

With this being a capstone course, participation and attendance expected. Having a small, intimate class requires contribution from all in attendance in order to stimulate conversation and dialogue. Essentially, you are the spark that makes this engine run! If someone isn't actively engaged during class, the engine loses steam, and everyone doesn't get to enjoy their ride aboard the Learning Express that day. Therefore, it is critical that you be prepared to discuss readings and other materials in class, and online, as well asking question during student presentations of

guest lectures. Participation is a crucial part of your grade and will be noted by the instructor during each meeting.

Assignments

Class discussant (20%)

Assigned groups – or individuals depending on size of class – will serve as discussion leader(s) once during the semester. Being a discussant means leading discussion on a topic of their choosing. This means preparing a PowerPoint, assigning readings and activities, and whatever else you would like to include. Topics can vary depending on your group's (individual) interest. For example, if you are interested in examining how women in sports are portrayed in media, or how coverage of mental health in media influences society, you would prepare your discussion accordingly. Discussion must be inspired or driven by a theory, paradigm, or concept covered in class. OR, if you are interested in other theories/paradigms/ideas, please feel free to explore those areas **after** having a discussion with the professor. Signups will be available on the first day of class. Requirements for discussion:

- Three readings (1 scholarly, 2 popular culture) emailed to the professor one-week before your schedule discussant.
- Power Point presentation (which should also be submitted through Canvas prior to discussion) that presents the topic in a clear, succinct, insightful, and unique way. The material presented *must be* supported by established research or theory. Don't think, "I believe this because..." Shift your mindset to, "Past research shows," or, "Theory supports..."
- Each member of the group must speak for 20 minutes (breathe, it's not as bad as you think), and afterwards will be responsible for answering questions from students and the professor.

Online Discussion Forum (15%)

While it is important to be able to verbally defend an argument in person, it is also equally important (especially in journalism and scholarly research) to have the skill to establish and defend an argument in writing. For the online discussion forum assignments, you will be asked to write a response (ON CANVAS) to an assigned article. These responses should contain either an argument that is in favor of or against the article or highlights the strengths and weaknesses of the article. Responses should be supported by facts (prior research published in academia or popular press) and not assertions or assumptions. The minimum word count is 200. After writing your own response to the article, you must then comment on two classmate's posts. These comments should not simply be reiterating what the post already says but add new and thoughtful insight. Minimum word count is 150 *for each* response. So, for each of these three assignments you will be writing your individual post and two comments. The respect and kindness shown toward others in class should also apply online.

Draft Paper Presentations (10%)

Midway through the semester, you will present to the class what you have done so far in terms of your final paper. At the minimum, presentation should include basic elements, including: introduction, literature search, a working-research question, and design/methodology. Presentation should consist of about 10 slides and should take no more than 15 minutes. You will have an additional 10 minutes following the presentation for questions and comments. This is an opportunity to receive feedback from the instructor and the rest of class. (more detailed rubric available on canvas)

Final Paper Presentations (10%)

Your final presentations *will come before your paper is actually due*. Unlike the Draft Presentation, this presentation will include all of the information from your paper, specifically: introduction, fleshed out literature review, finalized research question (s), design/methodology, results, and discussion. (more detailed rubric available on canvas)

Final Paper (30%)

The final paper should be between 10-12 pages. The paper should focus on a specific case or issue in the media (i.e. President Trump's Twitter Strategy During the 2016 Election, or How Sports Coverage on Kevin Love Impacted Perception of Mental Health), not something too broad (i.e. How Sad Movies Influence Depression). You are free to choose any topic as long as there is a communication hook. However, you may not use any of the examples listed in the syllabus, assigned readings, or covered in class as the foundation for your paper. Presenting the Draft Paper will really help you define this and avoid any confusion. However, if you have any, please do not hesitate to ask.

The paper should be built around a central argument supported by evidence – not implications and assertions. The paper should be broken up into five sections, including (1) introduction, (2) literature review, (3) methods, (4) analysis/results, and (5) discussion. The paper should have a minimum of 15 citations from academic journals and additional citations from other media sources – all in APA style. (more detailed rubric available on canvas)

Grading

Activity	Percentage
1. Class participation & Homework	15% (100 points)
2. Online Discussion Forum #1	5% (10 points)
3. Online Discussion Forum #2	5% (10 points)
4. Online Discussion Forum #3	5% (10 points)
5. Class Discussant	20% (100 points)
6. Draft Paper Presentation	10% (100 points)
7. Final Paper Presentation	10% (100 points)
8. Final Paper	30% (100 points)
Total	100% (530 points)

* There is no final exam

Grading Breakdown

93–100 avg	A	73–77 avg	C
90–92 avg	A–	70–72 avg	C–
88–89 avg	B+	68–69 avg	D+
83–87 avg	B	63–67 avg	D
80–82 avg	B–	60–62 avg	D–
78–79 avg	C+	59 avg or less	E

Course Schedule

Week 1

Class 1, 5/14: Introduction, Establishing Media, and Paradigms

Readings for Class 2

- Media images and the social construction of reality
Dropbox
- The 10 new paradigms of communication in the digital age
<https://medium.com/@jlori/the-10-new-paradigms-of-communication-in-the-digital-age-7b7cc9cb4bfb>
- Alisa Miller: How the news distorts our worldview | TED Talk
https://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news?language=en

Class 2, 5/15: Social Construction & Agenda Setting/Framing

Readings/Homework for Class 3

- A Look at Agenda-setting: past, present and future
Dropbox link
- Understanding Framing Theory
Dropbox link
- The State of the American Dog
<https://www.esquire.com/news-politics/a23731/american-dog-0814/>
- After reading “The State of the American Dog,” go back and examine the article using a social constructionist lens. Also, try and identify the “frame” (if one was used) or the “agenda” used by the author. We will spend Class 3 discussing all of the above.

Class 3, 5/16: Using lenses and theories

Readings/Homework for Class 4

- What is textual analysis?
http://www1.cs.columbia.edu/~sbenus/Teaching/APTD/McKee_Ch1.pdf
- Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars
<http://ojs.aishe.org/index.php/aishe-j/article/viewFile/335/553>
- Homework: Go online and visit a media outlets website (ESPN, NYT, SI, CNN, FOX, etc.) and find the top story listed. After identifying the story, enter the headline into Google and search the web for other outlets that might be covering the same story. Identify 3 stories on the same topic from different outlets – make sure all stories selected have been published within 5 days of each other – and conduct a textual analysis. Write a detailed list of the differences between the stories: what elements do they emphasize in their headlines? What photos do they use? Whose voices are heard? How many different perspectives are given? With whom is the reader meant to sympathize? And any other elements that seem relevant. Choose the story that seems to you to be most ‘unbiased’. Does it in line with your own beliefs? Or do you disagree with its position?
Submit a Word.doc with the link to all four articles as well as a short writeup of your findings to Canvas. The assignment will be labeled Textual Analysis Exercise.

Week 2

Class 4, 5/21: Textual Analysis and Thematic Analysis

Readings/Homework for Class 5

- Damned Yankee: A dark secret kept John Malangone from fulfilling his promise
<https://www.si.com/mlb/2015/01/07/damned-yankee-john-malangone-new-york-yankees>
- Lance Armstrong in Purgatory: The After-Life
<https://www.esquire.com/sports/a26333/lance-armstrong-interview-0814/>
- Everyone Is Going Through Something
<https://www.theplayertribune.com/en-us/articles/kevin-love-everyone-is-going-through-something>

Class 5, 5/22: Shaping Norms and Identity

Readings for Online Discussion Form – Gender and Media

- Gendered Media: The Influence of Media on Views of Gender
<https://www.nyu.edu/classes/jackson/causes.of.gender.inequality/Readings/Wood%20-%20Gendered%20Media%20-%2094.pdf>
- The influence of television on children's gender role socialization
http://www2.lewisu.edu/~gazianjo/influence_of_television_on_child.htm
- The Role of Media Literacy in Shaping Adolescents' Understanding of and Responses to Sexual Portrayals in Mass Media
Dropbox link

Class 6, 5/23: No Class Meeting. Online Discussion Forum #1 due by 11:59 p.m.

Readings for Class 7

- To Live and Die in Chiraq
<https://playboysfw.kinja.com/chicago-hip-hop-to-live-and-die-in-chiraq-1552600923>
- What We Saw at Kanye's Ye Listening Party in Wyoming
<https://pitchfork.com/features/article/what-we-saw-at-kanyes-ye-listening-party-in-wyoming/>
- Ari Melber: Hip Hop Head
<https://www.youtube.com/watch?v=mTM9dQAJ93c>
- Rap music and substance use: addiction and mental health
<https://www.drugrehab.com/featured/substance-use-and-rap-music/>

Week 3

Class 7, 5/28: Classism

Readings for Class 8

- Inside a Killer Drug Epidemic: A Look at America's Opioid Crisis
<https://www.nytimes.com/2017/01/06/us/opioid-crisis-epidemic.html>
- Prescription for Death: How Painkillers Destroyed the Town of War, WV
<https://playboysfw.kinja.com/precription-for-death-how-painkillers-destroyed-the-to-1544288108>
- Addressing the Opioid Crisis Means Confronting Socioeconomic Disparities
<https://www.drugabuse.gov/about-nida/noras-blog/2017/10/addressing-opioid-crisis-means-confronting-socioeconomic-disparities>

Class 8, 5/29: Classism & Paper Draft Presentations

Readings for Online Discussion Form – Cultural Appropriation

- **What is cultural appropriation and why is it offensive?**
<https://www.theweek.co.uk/cultural-appropriation>
- Cultural Appropriation: The Use and Abuse of Black Women in Today's Media
<https://medium.com/@adannaakams/cultural-appropriation-the-use-and-abuse-of-black-women-in-todays-media-f74b34b03dd9>
- Color-Blind Ideology and the Cultural Appropriation of Hip-Hop
Dropbox link
- Appropriation of African American slang by Asian American youth
Dropbox link

Class 9, 5/30, No Class Meeting. Online Discussion Forum #2 due by 11:59 p.m.

Readings for Class 10

- The Ministry of Fun
- <https://www.esquire.com/news-politics/a48039/rich-wilkerson-pastor-kanye-west-kim-kardashian/>
- The Abortion Ministry of Dr. Willie Parker
- <https://www.esquire.com/news-politics/a23771/abortion-ministry-of-dr-willie-parker-0914/>
- Religious Objections to the Measles Vaccine? Get the Shots, Faith Leaders Say
- https://www.nytimes.com/2019/04/26/health/measles-vaccination-jews-muslims-catholics.html?rref=collection%2Ftimestopic%2FReligion%20and%20Belief&action=click&contentCollection=timestopics®ion=stream&module=stream_unit&version=latest&contentPlacement=4&pgtype=collection

Week 4

Class 10, 6/4,

Readings for Class 11 will be emailed on 5/29

Class 11, 6/5: Class Discussant #1

Readings for Online Discussion Form – Dealer's Choice

- You are free to select any of the articles read for Class 8 and Class 10. For this forum, you will select ONE article and make an argument for what you identify as the “hidden message,” which can also be thought of as the subtle impact this story has on shaping aspects of society and culture.

Class 12, 6/6: No Class Meeting. Online Discussion Forum #3 due by 11:59 p.m.

Readings for Class 13 will be emailed on 5/5

Week 5

Class 13, 6/11: Class Discussant #2

Class 14, 6/12: No class meeting. Take this time to work on final paper and presentations.

Class 15, 6/13: No class meeting. Take this time to work on final paper and presentations.

Week 6

Class 16, 6/18: Final Paper Presentations

Class 17, 6/19: Final Paper Presentations

Class 18, 6/20: No Class meeting. Final Paper due. Submitted via canvas before class.

Useful Resources:

- **Division of Student Affairs** (352-392-1261) – Contact this office if you need to miss class due to an on-going medical problem or family emergency. The office will send a courtesy email to your instructors about your absence. <http://www.ufsa.ufl.edu/>
- **UF Counseling & Wellness Center** (352-392-1575) – The center provides scheduled and drop-in appointments with counselors to discuss a range of personal issues. <http://www.counseling.ufl.edu/cwc/>
- **Disability Resource Center** (352-392-1261) – Students requesting class accommodations must first register with the Disability Resource Center. You will receive documentation to give to each of your instructors. You must meet with your lab instructor and with me during office hours to discuss special arrangements. Please take action immediately. <http://www.dso.ufl.edu/drc/>
- **Communication Coaching Center** (1088 Weimer Hall) – Student members of the Journalism and Communications Ambassadors staff the center. They can provide coaching on writing assignments, grammar and AP style issues. They also can assist you in applying for internships and finding sources for a story. <http://www.ufjca.org/communications-coaching-center.html>
- **Computers** – Call 352-392-HELP (4357) or email helpdesk@ufl.edu.
- **Knight Division for Scholarships, Career Services and Multicultural Affairs** (1060 Weimer) -Provides information on scholarships and internships and sets up the College Interviewing Day each semester. Dr. Katrice Graham is the director. <http://www.jou.ufl.edu/knight/>
- **Career Resource Center** – The CRC is located on the main floor of the Reitz Union and provides free career assessment and counseling. Check the CRC website for information about workshops, career and job fairs, or to schedule an appointment. <http://www.crc.ufl.edu/>
- **SNAP** – Offering pick-up and drop-off services for after-dark safety. Call 352-392-7627 or check online <http://www.police.ufl.edu/community-services/student-nighttime-auxiliary-patrol-snap/> You can get the SNAP App for free by using either the Android Market or Apple App Store and searching for SNAP UF.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Media images and the social construction of reality