

# RTV 3405: TV AND AMERICAN SOCIETY

Spring 2013  
Section 8252  
M 10-11, W 10  
Weimer 1064 (Gannett Auditorium)

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## COURSE OVERVIEW AND OBJECTIVES

This course introduces students to the history of television and the medium's effects on American society. Students will learn about the invention of television; milestones in the history of television; media effects theories; the political, social, cognitive, affective, and behavioral effects of television content; and new television technologies.

### Student Learning Outcomes

- Identify, describe, or apply concepts and theories in the use and presentation of TV content
- Identify, describe, or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity
- Identify, describe, or apply the tools and technologies appropriate for the telecommunication professions
- Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions
- Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve

### TEXTBOOK

Mittell, J. (2010). *Television and American Culture*. New York: Oxford University Press.

There will be additional required readings posted to the course site in E-Learning in Sakai ("Sakai"). See below for details about accessing the course site.

### E-LEARNING IN SAKAI

This class has a website available through e-Learning in Sakai. To access the site, go to <https://lss.at.ufl.edu/>, select "e-Learning in Sakai," and log in using your Gatorlink ID. Select the tab labeled "RTV 3405: 8252, Spring 2013."

**If you have problems with Sakai or any computer problems, please contact the UF Helpdesk by email ([helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)) or by phone (352-392-4357).**

### COURSE POLICIES

**Lecture materials-** PowerPoint slides from the lectures will be posted to Sakai at the end of each week and will only cover the topics that I have lectured on so far. In other words, **I will not post or distribute slides in advance of lectures, so please do not ask me to do so.** PowerPoint presentations are a tool to enhance learning and should not be used as a substitute for attending lectures and reading course materials. In addition, quite often, I am still in the process of

finalizing lecture materials up until class time, so please come to class prepared to take notes. I will try my best to post blank slides with subject headings as a compromise.

**Coming late/Leaving early-** Please be on time. **Class will start promptly at 5:10 p.m.** If you must come in late, please do so as quietly as possible. If you must leave early, again, please do so as quietly as possible and without disturbing those around you.

**Electronic devices-** Please bring a laptop or tablet to class for attendance checks and for note taking, but use of cell phones, MP3 players (iPods, Zunes, etc.), and eReaders (Kindles, Nooks, etc.), and any other electronic devices is prohibited in class unless otherwise specified. **Please turn off or silence all electronic devices besides laptops, tablets, and translators and store them away during class.**

**Talking in class-** Please do not have conversations with others around you during lecture. If you have a question or need clarification, please raise your hand and ask me. Save other discussions for when class is over.

**Grades and the 24/7 Rule-** When I post any grades, I will send an email to the class via the listserv. **Please wait 24 hours after a grade is posted to contact me** if it is missing or if you believe it is incorrect in case there is an error. Following this, **you have one week (7 days) to request a review of an exam or to request credit** that has not been posted. **ALL grades are final after one week. This includes extra credit and attendance points.**

#### **COURSE-RELATED SOCIAL MEDIA**

**Twitter-** I will use Twitter to periodically distribute items of interest to the class under the login **@RTV3405UF**. I also would encourage students to share interesting articles, blogs, thoughts, etc., with the entire class via Twitter using the hashtag **#RTV3405**.

**Pinterest-** I have set up several Pinterest boards with clips and pictures relevant to class. Please note that the Pinterest is a work in (very slow) progress. You may access it from <http://pinterest.com/drpopnote/>. It is not organized according to our syllabus currently. That will be an ongoing project throughout the semester.

#### **EVALUATION**

Progress in this course is assessed through two exams, a group pitch project, quizzes, and attendance. The breakdown of grades is as follows:

<b>Exam 1</b>	100 points
<b>Exam 2</b>	100 points
<b>Group Pitch Project</b>	100 points
<b>Quizzes</b>	50 points
<b>Attendance</b>	50 points
<b>TOTAL POINTS</b>	<b>400 points</b>

## **Exams**

There are two exams in this class, each worth 100 points. **NO MAKE-UP EXAMS. NO EXCEPTIONS.** The dates of the exams are:

**Exam 1: February 20**

**Exam 2: April 10**

## **Group Pitch Project**

At the end of the semester, you will propose a new television program that you believe will be able to deliver an importance audience segment to a **cable channel** of your choosing. You will “pitch” the program in **groups of five (5)** in class during the last week of class, making the case why your show will succeed for the channel. You must provide a brief summary of the program, describe the audience you will attract and why it matters for the channel, and how your pitch will fulfill the logic of television production to become a success. You will also need to address the issue of negative representations of a group of your choosing (i.e., racial and ethnic minorities, persons with disabilities, women, members of the LGBT community, etc.) and find a way for your show to counter such problems for the channel’s reputation.

You will be assigned to groups of five after the drop/add period has ended. A list of groups will be distributed via email and via Sakai. After mid-term, we will do a lottery to determine the order of presentations. You will have **exactly 5 minutes** to present your pitch in class. Your presentation should be polished and rehearsed, designed to sell your idea and convince the class that this show will be a success. You may use visuals such as slides, but you must get Prof. Mahone a copy of the visuals or send a link to an online version before class begins; excessive time spent setting up media counts as part of your allocated 5 minutes.

**Each student in each group should submit a copy of the pitch via Sakai by noon on April 24 along with evaluation forms for the other members of your group.** More details on the project will be provided throughout the semester, and we will have class workdays to facilitate group work needed to finish the project.

## **Quizzes**

To encourage students to keep up with course readings, there will be **five quizzes worth 10 points each based on assigned readings.** These quizzes will be **administered via Sakai** and will be **timed at 60 minutes.** The dates of the quizzes are:

**Quiz 1: Jan. 16-18**

**Quiz 2: Jan. 30-Feb. 1**

**Quiz 3: Feb. 13-15**

**Quiz 4: Mar. 13-15**

**Quiz 5: Apr. 3-5**

### Attendance

Due to our large class size, it is not possible to take attendance daily. However, lecture is a crucial component to this course and is expected. As such, there will be **10 random, unannounced attendance checks worth five (5) points each for a total of 50 points towards your final grade.**

### Grading Scale

I will be assigning grades according to the following scale:

A	372 or above (93% or more)	C	292 to 303 (73%-75.99%)
A-	360 to 371 (90%-92.99%)	C-	280 to 291 (70%-72.99%)
B+	344 to 359 (86%-89.99%)	D+	264 to 279 (66%-69.99%)
B	332 to 343 (83%-85.99%)	D	252 to 263 (63%-65.99%)
B-	320 to 331 (80%-82.99%)	D-	240 to 251 (60%-62.99%)
C+	304 to 319 (76%-79.99%)	E	250 and below (0%-59.99%)

### Extra Credit

Students will have the opportunity to earn up to **40 points extra credit** throughout the course of the semester. These points will be earned through participating in activities announced in class, via email, and on Sakai.

### ACADEMIC HONESTY

Students in this course are expected to uphold the UF Honor Code:

**“On my honor, I have neither given nor received unauthorized aid in taking this exam.”**

If you are caught cheating or helping someone else cheat, you will be subject to sanctions according to the procedures of Student Conduct and Conflict Resolution (SCCR): <http://www.dso.ufl.edu/sccr/procedures/honorcode.php>. If you suspect another student of cheating, please let me know, or call the Cheating Hotline (352-392-6999).

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to you. You will then provide that documentation to me when requesting accommodation.

**Schedule- Asterisk (\*) indicates reading posted to Sakai. Readings and schedule are subject to change at instructor’s discretion.**

<b>Jan. 7, 9</b>	Intro to Class; Why Study TV?	Text, Introduction, pp. 1-13
<b>Jan. 14, 16</b>	Invention and history of TV <b>Quiz 1: Jan. 16-18</b>	Text, Ch. 11
<b>Jan. 23</b>	<b>No class Jan. 21</b>	Text, Ch. 1

	Programming and the Web of Ownership	
<b>Jan. 28, 30</b>	Exchanging Audiences  <b>Group Project Workday, Jan. 30</b>  <b>Quiz 2: Jan. 30-Feb. 1</b>	Text, Ch. 2
<b>Feb. 4, 6</b>	Serving the Public Interest	Text, Ch. 3  Paletz, D.L. <i>The media in American politics</i> . New York: Longman.*
<b>Feb. 11, 13</b>	Televised Citizenship  <b>Quiz 3: Feb. 13-15</b>	Text, Ch. 4  Kaid, L.L. (2008). Political Advertising. In L.L. Kaid and C. Holtz- Bacha (Eds.). <i>The Encyclopedia of Political Communication</i> . Thousand Oaks, CA: Sage Publications.*  McKinney, M.S. (2008). Debates. In L.L. Kaid and C. Holtz-Bacha (Eds.). <i>The Encyclopedia of Political Communication</i> . Thousand Oaks, CA: Sage.*
<b>Feb. 18, 20</b>	<b>Exam 1 Review: Feb. 18</b>  <b>Exam 1: Feb. 20</b>	
<b>Feb. 25, 27</b>	Making Meaning: Television Production  <b>Group Project Workday, Feb. 27</b>	Text, Ch. 5
<b>Mar. 4,6</b>	<b>Spring Break</b>	
<b>Mar. 11, 13</b>	Telling Television Stories: Narrative Form in TV; Screening America: National Character on TV  <b>Quiz 4: Mar. 13-15</b>	Text, Ch. 6-7
<b>Mar. 18, 20</b>	Representing Identity	Text, Ch. 8
<b>Mar. 25, 27</b>	TV for Children  <b>Group Project Workday, Apr. 3</b>	Text, Ch. 10
<b>Apr. 1, 3</b>	Viewing TV: Media Effects	Text, Ch. 9

	<b>Quiz 5: Apr. 3-5</b>	
<b>Apr. 8, 10</b>	<b>Exam 2 Review: April 8</b> <b>Exam 2: April 10</b>	
<b>Apr. 15, 17</b>	Wrapping Up: American Television in A Global Context <b>Group Project Work Day, Apr. 17</b>	Text, Conclusion (pp. 438- 450)
<b>Apr. 22, 24</b>	<b>Group Pitch Project Presentations</b>	