

**Klein College of Media and Communication
Department of Media Studies and Production**

MSP - 1021 – 700 – 3 Credits

Media and Society

Semester: Fall - 2020

Office Hours: video chat by appointment

Instructor: Dr. Stephanie Palmieri

Email: stephanie.palmieri@temple.edu

Class Meetings: Online – Asynchronous

Due Dates/Times: EST

Temple and Covid-19

Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

Course Description:

MSP 1021 is an introductory course that focuses on the past, present, and future roles of media and technology in society. This course explores the complex relationships between media and society, especially in light of prevailing technological and cultural conditions in the U.S. and around the world. It also provides an introduction to specific approaches for being more enlightened consumers and producers of mass media messages by strengthening skills of reasoning, research, critical thinking, creativity, and writing.

This course will be split into four units: media and society, media analysis, news media, and dystopian media. In the first unit, we will do some personal reflection and develop an understanding of the general ways in which society interacts with media and technology. In the second unit, we will build our analytical and critical thinking skills and apply those skills in order to better understand the ideologies embedded in media texts as well as the ways in which media shape our ways of knowing and being. In the news media unit, we will investigate a variety of theories as well as news media strategies that work to shape public opinion. In the final unit, we will explore the concepts of utopia/dystopia, the relationship between human beings and media/technology, and the future of media and technology through the television series, *Black Mirror*.

Course Goals:

Students will:

- Identify and analyze the ways in which media, technology, and pop culture texts affect and influence individual and community worldview and ways of knowing and being.
- Identify norms, power structures, representations of identity, and ideologies in media texts by analyzing colors, symbols, sound, the contrast of light and dark, camera angle, facial expressions, body language, physical dynamics between characters, and narrative elements.
- Identify and analyze news media strategies for framing information and espousing specific viewpoints and norms.
- Become more critical consumers of media and pop culture texts and become more capable of analyzing those texts and identifying the power of those texts to shape identity.

- Read and reflect on academic articles in order to develop strong study habits, engage more critically with academic texts, and identify and apply relevant course concepts to media and pop culture texts.
- Reflect on course content through writing assignments that allow students to think deeply about personal media use, personal worldview, personal identity, media and technology, and media and society.

Important University Links:

- Cherry Pantry: <https://studentcenter.temple.edu/cherry-pantry>
- Emergency Student Aide: <https://careteam.temple.edu/emergency-student-aid-0>
- Office of Student Affairs: <https://studentaffairs.temple.edu/>
- Student Success Center: <https://studentsuccess.temple.edu/>
- Temple Writing Center – <http://www.temple.edu/writingctr/>
- TECH Center – <https://computerservices.temple.edu/lab/tech-center>
- Wellness Center – <http://wellness.temple.edu/>
- Tuttleman Counseling Center – <http://counseling.temple.edu/>
- CARE Team – <http://careteam.temple.edu/>
- Disability Resources and Services: <https://disabilityresources.temple.edu/>
- Temple University Sites (create a website): <https://sites.temple.edu/>
- Klein College of Media and Communication: <https://klein.temple.edu/>
- Temple Academic Honesty Policy: <https://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty>
- Temple Technology Policy - <https://its.temple.edu/technology-usage-policy>

Syllabus:

This syllabus is the roadmap for this course and serves as a contract between you the student, the instructor, and the university. Should you choose to remain enrolled in this course, you are consenting to abide by all of the policies herein. The syllabus defines a student’s responsibilities and details course grades, deadlines, and the course schedule. All efforts will be made to follow the syllabus closely. Any alterations to the syllabus will be announced on Canvas. In the following pages, I detail all of the course policies and provide you with the details about our course schedule for this semester

Instructor Expectations:

Please note the following items are baseline expectations. These are the things you are supposed to do as a college student. Doing these things does not guarantee that you will receive an A in this course.

I expect you to:

- Communicate with me directly and respectfully when in need of help or when trying to resolve a concern.
- Treat all classmates and instructors with respect at all times – hate speech will not be tolerated.
- Understand that our community is diverse in myriad ways and that diversity strengthens our community.
- Pay attention to detail and follow directions

- Turn in all assignments on time and in the stipulated format.
- Complete all lessons and complete them on time.
- Be on time for all meetings with the instructor.
- Complete all assignments and complete them to the best of your ability.
- Complete your own assignments and properly cite all referenced materials.
- Participate in all partner and class activities.
- Participate in our classroom community in positive, compelling, and meaningful ways.
- Seek out writing help from the writing center or from me if necessary.
- Regularly check your grades on Canvas
- Regularly check your feedback/rubrics in your Google Drive folders

How This Course Will Be Taught: Online - Asynchronous

This course was scheduled through the department as both online and asynchronous, meaning that we will not meet together live as a full class in a digital space. The way this course will operate is that I will post all of the content on lesson pages on our course website, and you will complete those lessons according to my instructions. I have created specific due dates for all of the course content in an effort to help you stay organized and to provide us all with the structure needed to complete this course successfully.

Technology

In order to fully participate in this course, you will need consistent access to:

- A computer (or Smartphone)
- Internet access
- Temple email account
- Temple Google Drive account
- Word (or Google docs)
- Canvas
- Netflix

Required Texts:

There are no required textbooks for this course. All of the readings and lesson materials for this course will be posted on our course website.

Netflix:

When we get to the *Black Mirror* unit, you will be asked to watch many of the series' episodes outside of class. All of the episodes are streaming on Netflix. Please make appropriate accommodations for these assignments.

Course Website: www.msp1021.weebly.com

This course website will house all course materials and will be accessible to you at all times. Information found on the website includes the syllabus, due dates, lessons, prezis, assignment instruction sheets and rubrics, models of assignments, assignment exemplars, and takehome messages.

Canvas:

In this course, you will use Canvas to check your grades, submit certain assignments, and view course announcements. I update your grades in Canvas as soon as assignments are fully graded for the whole class. I will also create several optional discussion boards that you can participate in.

Canvas Course Announcements:

I suggest you check the course announcements daily and/or set your settings so that the announcements get automatically emailed to your Temple email account. If I post an announcement, you are responsible for the information in it. This system keeps things simple and challenges you to be a more active and accountable participant in your own education.

I will always post when I have completed grading your assignments so that you know to check your assignment rubrics and grades. Once I post that announcement, I expect you to check your rubric. **Once I post that a grade is up, I will field questions about that particular grade for one week.** If you ask me, for example, why you got a 0 three weeks after I post a grade, I will not indulge you.

Google Drive:

We will be utilizing Google Drive throughout the semester. I have created an individual folder for each of you. In that folder, you will find a folder where I will upload your graded assignments, rubrics, and feedback. You will also find a series of documents where you will be completing a variety of assignments. I have set up all of those documents so that all you have to do is go in, read the instructions, and complete the assignments.

The folder I share with you will be titled – **Your last name, Your first name – MSP 1021 – Fall 2020.** I will provide you with a link to access that folder. You can also access this folder directly through your Temple Email Account/Google Drive once I publish it. I will use your temple email address to share this folder and will not give any outside account (personal email addresses) access to this folder. **Only you and I can access your individual folder,** meaning no one else in the class can see your work or grades, just me and you.

It is your responsibility to know how to utilize Google Drive and to check the uploaded materials frequently. If you do not know how to operate Google Drive, I expect you to watch the video I provide you and utilize Google Drive help resources.

Technology

Because you have purposefully and knowingly signed up for an online course, I expect that you have the appropriate Internet access and equipment to complete this course. However, if you a) do not have the access or equipment you need or b) experience extenuating circumstances or difficulties during the course (especially due to Covid-19), you need to contact me AS SOON AS POSSIBLE so that we can work together to come up with a solution.

Please note:

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Emergency Aid Fund form <https://deanofstudents.temple.edu/news/student-emergency-aid-fund>. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized Internet access. Note that some software is available for free download on the ITS Academic Support Page <https://its.temple.edu/tech-students>. Other specialty software may be available for remote access through ITS

Zoom Sessions/Recording:

Although we are an asynchronous course, we will endeavor to meet in small groups via zoom on three separate occasions throughout the semester. I will provide a sign-up sheet with different days and times in the hopes that all students can find a time that works for them. I will also offer an alternate assignment in the case that you are unable to join in a particular session. I will record each of those sessions and make those recordings available in a class Google Drive folder.

Temple's policy stipulates that any and all recordings in this class can only be used for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws.

Our small group discussion sessions will work best if we can all see each other's faces and if we all speak. However, if you feel truly uncomfortable with having your face and/or voice seen/heard or recorded, please contact me so that we can come up with a plan of action that allows you to participate in class but maintain your level of comfort. Please note that some students have a Temple sanctioned academic accommodation through DRS to record class sessions, though those recordings will fall under the above sanctions and will not be posted.

Add/Drop Period

If you add this course after it officially begins, I expect you to complete the assignments you missed. It is your responsibility to reach out to me so we can determine new deadlines if necessary. You will not be excused from assignments just because you added the course after it officially began.

Extensions:

I am certainly not averse to providing extensions on assignments in the event of an extenuating circumstance. I also understand that we are living in an unprecedented time of turmoil with Covid-19 and social unrest. I know that many of you will have a lot on your plate and I am here to work with you and make sure that you can get the best educational experience possible this semester in my course.

However, there are two important things you need to understand. The first is that any time you ask for and receive an extension on an assignment, it is likely to make it more difficult for you to keep up with the set course schedule of assignments. The second is that just because you ask for an extension does not mean that I will grant one. Extensions will be considered only in the event of an extenuating circumstance/a documented emergency. If you are unsure if what you are experiencing is extenuating, email me, we can talk it out and see what the best course of action is for you. Don't be afraid to reach out. I am here to help you and will do the best I can to do just that while maintaining a fair classroom environment for all students.

Documented Emergencies:

I expect you to attend class regularly, and I expect you to turn in your assignments on time and completed to the best of your ability. Please note - late assignments will not be accepted. Late work will result in a 0 unless you have experienced a documented emergency *and* have communicated directly with me as soon as possible prior to or closely following that emergency *and* I have agreed to an extension. In the event of a **DOCUMENTED EMERGENCY**, we can discuss the possibility of an assignment extension. If you are experiencing a truly dire circumstance that prevents you from attending class or completing assignments, it is your responsibility to communicate with me.

- **Emergencies Include:** COVID-19 related circumstances; severe illness; hospitalization; severe illness of a child for which the student is the primary caregiver; death in the family; death of a friend; severe psychological trauma; military service; imprisonment; job interviews for an imminent career, and (something like) feeling so generally overwhelmed by life/school/work that you cannot function/get out of bed.
- **Emergencies DO NOT Include:** Waking up late, being scheduled to work, having car trouble, SEPTA trouble, going home to visit family, family reunions, family vacations, weddings, cruises, being in a band, not feeling well, NCAA competitions, career fairs, basic job interviews, etc.
- **Note:** please do not schedule a meeting with an advisor, group, professor, etc. during class time. Class time is set in your schedule. You selected this course and its meeting time. A meeting that you scheduled during class time or that takes place during class time will not be considered a documented emergency.
- **In the event of a documented emergency** it is the student's responsibility to provide documentation of the emergency as soon as possible, and preferably prior to when the assignment in question is due. **Documentation for a missed assignment due to an emergency should be submitted no later than 1 week from the date in question. If you do not provide documentation in that time frame, you will forfeit the possibility of receiving an extension.** If you are experiencing an emergency, please email me as soon as possible. For COVID-19 related illness/circumstances, you will not be required to provide formal documentation; however, the timeline on contacting me still applies. You will be expected to make up the work as soon as possible and no later than the date you and I establish.
- **Please note:** There will be no make-ups for the final assignment; you must submit your final assignment on time or forfeit all points. The only time when a final assignment may be delayed is in the event of a student qualifying for and being given an incomplete for the semester.
- **If you have questions about what constitutes a documented emergency:** please feel free to email me or speak with me via video chat. I am here to help you. If you need to talk, please contact me.
- **Communicating your emergency:** If you experience a true emergency, must attend a funeral, are having a serious medical or mental health issue, have a Temple-sanctioned (unmissable) event, are observing a religious holiday, experience a prolonged and severe illness, or experience any other truly unavoidable circumstance, I expect you to communicate with me directly via email and when possible, in person. It is your responsibility to communicate with me. I will not seek you out. You must come to me.

- **Parent Emails:** You are in college. It is difficult. I have policies you may not agree with. Rest assured that I am a trained educator and have planned this course with the utmost care and attention to sound pedagogy. I do not want to hear from your parents. You are adults. It is your responsibility to communicate with me professionally should the need arise. I will not respond to emails from your parents, nor do I want to hear what they think about my policies or my course. If your parent emails me, I will forward that email to you so that you can handle it directly.
- **My Policies:** I appreciate your concerns as a student; however, I do not want to hear if you think my policies are unfair. You can certainly believe they are unfair, but I assure you, I put a great deal of thought into my policies and work to make this course is fair for all students. Your inability to follow directions is not my cause for panic. I am more than clear (in this syllabus, on the instruction sheets, and in class) about my expectations and what constitutes a 0 on an assignment. I am also more than clear on what constitutes an extenuating circumstance. Do not insult me or make yourself look silly by emailing me after you make a mistake and telling me (or demanding that) my policies are unfair.
- **I Am Human:** I know I am a stickler for details and for policies, but please know, I am still human. I believe in helping you when you are experiencing extenuating circumstances. However, I won't know you are experiencing them if you do not tell me. Even if what you are experiencing is not an "official" extenuating circumstance, it is helpful for me to know if you are struggling in ways that affect your ability to complete this course. I can only help if I know what is going on. Also, please note that I am not a robot. I make mistakes. If something seems off to you in terms of a grade or something similar, please reach out respectfully, and I will be happy to rectify any errors on my part.

Disability Accommodations and Services:

- Please bear in mind that COVID-19 may result in a need for new or additional accommodations.
- Any student who has a need for accommodation based on the impact of a documented disability (e.g., physical, learning, psychiatric, systemic, vision, hearing, etc.), including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation **by the end of the second week of classes, or as soon as practical.**
- If you have a need for accommodations, and have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex or go to their website <http://disabilityresources.temple.edu/> to learn more about the resources available to you.
- I will work with DRS to coordinate reasonable accommodations for all students with **DOCUMENTED** disabilities. After I receive your accommodation from DRS, I will contact you to set up a short meeting so that we can speak and make sure we are on the same page.
- **Please Note:** I am extremely sensitive to the needs of my students. I am open to considering and utilizing a variety of strategies to support your learning. However, I cannot accommodate you if I do not have your formal paperwork. If you do not provide

me with formal DRS paperwork that stipulates your accommodations, I will be unable to accommodate you in a timely fashion. If you present me with accommodations at the end of the semester, I cannot and will not go back and undo or overturn any grades or attendance records to accommodate you after the fact. It is your responsibility to seek the help you need from DRS. If you need help with that process, I am happy to guide you.

Academic Honesty:

Violations of academic honesty and integrity as well as any academic misconduct will be punished. These violations include cheating on assignments or examinations; lying about your contribution to an individual or group assignment; plagiarizing (the unacknowledged use of another person's labor: another person's ideas, words, or assistance); selling, purchasing, or exchanging of term papers or other written assignments (including on sites like CourseHero); falsifying of information; reusing materials submitted in other courses without current instructor's permission; depriving another student of necessary course materials; interfering with another student's work; or being a disruption in class. Academic dishonesty or misconduct may result in a 0 on that assignment, an F in the class, and/or University mandated consequences. For more information about academic honesty, please consult the Temple University Undergraduate 2020-2021 Bulletin.

Academic Dishonesty – Plagiarism

- It is your responsibility to know what plagiarism is and how to avoid it. I have added information below to help guide you. **Please note, intent does not factor into the idea of Plagiarism. Whether you meant to plagiarize or not does not matter.** If you take another person's work and do not cite that person, you are plagiarizing, and you will be penalized. As noted above, plagiarism may result in a 0 on that assignment, an F in the class, and/or University mandated consequences.
- Please note, I have had to report past students to the university for serious and repeated instances of plagiarism. It does happen.
- Please know that it could not be easier to check to see if you plagiarized. I keep all past student assignments in my files. Canvas also has a plagiarism checker that all of your work is scanned through each time you submit. I can also easily Google phrases in your work that seem off. If you plagiarize, you will get caught and you will be penalized.
- If you need help avoiding plagiarism, please reach out to me for guidance.

Avoiding Plagiarism:

In order to avoid plagiarism, all submitted work must be the student's original work and must acknowledge the use of another person or entity's ideas, words, facts, or other types of assistance. You must provide citation for the following things:

- **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 indicate the exact source of the material, including the page number of written sources.

- **Paraphrasing.** Avoid closely paraphrasing another's words. Substituting an occasional synonym, leaving out or adding an occasional modifier, rearranging the grammar slightly, or changing the tenses of verbs simply looks like sloppy copying. Good paraphrasing indicates that you have absorbed the material and are restating it in a way that contributes to your overall argument. It is best to either quote the material directly, using quotation marks, or put the ideas completely in your own words. In either case, acknowledgment is necessary. Remember: expressing someone else's ideas in your own way does not make them yours. Please also note that taking another person's words and simply replacing a word or two OR replacing several words with the help of a thesaurus is still plagiarism. Simply changing a few words does not mean you are paraphrasing.
- **Facts.** In a paper, you will often use facts that you have gotten from a lecture, a written work, 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 after the inauguration of Abraham Lincoln. But if the facts are not widely known or if the facts were developed or presented by a specific source, then you should identify that source.
- **Ideas.** If you use an idea or ideas that you learned from a lecture, written work, or some other source, then you should identify the source. You should identify the source for an idea whether or not you agree with the idea. It does not become your original idea just because you agree with it.

Course Citation:

Everything you cite in this course must be in accordance with the latest version (7th Ed.). You can utilize the following resources to help you with citation.

- APA Website: <https://apastyle.apa.org/>
- The Owl at Purdue (see APA guide): https://owl.purdue.edu/owl/purdue_owl.html

Student and Faculty Rights and Responsibilities:

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy of Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02), which can be accessed through the following link

<http://bulletin.temple.edu/undergraduate/about-temple-university/student-rights/>

Appropriate Communication

Should you choose to email me with demands, threats (implicit or explicit), unjustified accusations, foul language, or clearly unfiltered anger, I reserve the right to not respond. Please note that I will forward these emails on to my supervisors, including the director and chair of the Media Studies and Production department. Please see the chart below for detailed information on professional and appropriate communication.

Appropriate Communication

Check in with me	<ul style="list-style-type: none"> • You may email me at any time during the course of the semester with any questions that you have about our course, assignments, lessons, etc. • If you read an interesting article, see a film that reminds you of class, or want to share something academic with me, have at it – I love to see that you are thinking about class outside of the classroom. • If you need help with an assignment or class material, please let me know. • In an online, asynchronous course, it is especially important that you communicate with me and that you do so appropriately.
What should I title the email?	<ul style="list-style-type: none"> • Start every email title with MSP 1021 • Include a short description as well • For example: <ul style="list-style-type: none"> ○ MSP 1021 – Can I schedule a meeting? ○ MSP 1021 – Journal Assignment Question ○ MSP 1021 – Lesson 5 Question
What does an appropriately worded email look like?	<p>Dear Dr. Palmieri,</p> <p>I am struggling with the reading for Reading Notes 2. I am free during your office hours this Tuesday. Would it be possible to meet with you then to ask some questions?</p> <p>Thank you.</p> <p>Sincerely,</p>
What should I avoid doing in an email?	<ul style="list-style-type: none"> • <i>Demands</i> – please do not demand things from me. It is rude. You are not my only student. If you need help, ask in an appropriate fashion. • <i>Attacks</i> – you may be dissatisfied with a grade, but please understand – in this course, you earn every grade you receive, whether it is an A or an F. If your tone and language are harsh, you will likely be unhappy with my response. • <i>Grammatical Mistakes</i> – An email with an instructor is a formal communication and should reflect professional standards. We all have typos, but before you send an email, give it a once over. Please do your best to word your email appropriately and in conventional English. • <i>Rudeness</i> – I am here to help you, but if you are rude, aggressive, or demanding, I reserve the right to ignore your email.
How long will it take for a response?	<ul style="list-style-type: none"> • Although I may answer your emails outside of business hours, you should only expect me to respond to your emails during business hours. • While I will make every attempt to contact you within a reasonable amount of time, a student must allow 2 full days for response to an email. • I am a human, not a robot. I have a life and am busy just like you. • Do not wait until the last minute to email me about an assignment – I will likely not be able to respond.
Office Hours	<ul style="list-style-type: none"> • Oftentimes, I can help you via email. • If you feel your needs require a video chat, I am happy to accommodate you.

Attention to Detail

<p>You will receive a 0 on an assignment for any of the following items:</p>	<ul style="list-style-type: none"> • Document submitted is not the appropriate and stipulated file type • The file is titled incorrectly – this includes an extra word(s), missing word(s), reversed last and first name, the incorrect reading notes number, etc. • The assignment is not submitted on time (or is edited after the due date/time). • The document submitted is the incorrect document – for example, a paper for another class. • The document submitted is the correct assignment, but you wrote about the wrong content (episode, reading, journal prompt, etc.). • The assignment is plagiarized in part or whole – either from another student’s work or an outside source. 	
<p>Unacceptable excuses for missing work and my answers to them</p>	<p>I don’t have Word on my computer.</p>	<ul style="list-style-type: none"> • Temple provides a free download of Word software through portal. • You can download Google Docs as Word docs
	<p>I don’t know how to use Google Drive/Docs</p>	<ul style="list-style-type: none"> • It is your responsibility to be able to use this basic resource • You are capable of utilizing Google’s help service • I am providing you with a how-to video
	<p>I do not have a personal computer</p>	<ul style="list-style-type: none"> • Temple has thousands of computers on campus for student use and can assist distance learners. • Since you are knowingly signed up for an online course, it is your responsibility to make sure you have appropriate access (or have asked for help with gaining access).
	<p>I did not have Internet access</p>	<ul style="list-style-type: none"> • Temple has thousands of computers on campus for student use • Temple provides free wifi for student laptops on campus • Coffee shops, bookstores, Panera, and public libraries offer free wifi. • If life is still on lockdown due to Covid-19, it is your responsibility to seek help with access through the university if you need it.
<p>Why do I care so much about directions and details?</p>	<ul style="list-style-type: none"> • Adhering to my specifications enables me to stay organized • Attention to detail demonstrates pride in your work • You will be expected to adhere to many stipulations in your careers, whether you are in media, finance, nursing, engineering, teaching, or anything else. Clients are picky, especially when you are handling millions of their dollars or sticking a needle in their arm to take blood. • You will be expected to follow directions as a human being – the electric company won’t care about your problems. 	

Grading Criteria:

A	An earned grade that represents outstanding and exceptional work, consistent attention to detail, and a profound understanding of course material.
B	An earned grade indicating competent, above average work and a strong understanding of course material.
C	An earned grade for work that is average and/or merely fulfills the basics of the assignment and course and lacks some important connection to or understanding of the course material.
D	An earned grade given to work that does not fulfill the conditions of the assignment and lacks connection with the course material in multiple ways. A course grade of D indicates a fundamental lack of understanding of course material and lack of engagement in course materials.
F	An earned failing grade for late work, poorly executed work, plagiarism, or other failure to adhere to the requirements of academic integrity. A course grade of F indicates a fundamental lack of understanding of course material and lack of engagement in course materials.

Grading:

- I take great care to ensure that I am grading all students' work in the same way and based on the same criteria.
- The rubrics for the assignments help to ensure fair grading by providing you with the grading system and by clearly demonstrating the elements on which you will be graded.
- Please understand, despite my best efforts, I am a human being and sometimes I will make mistakes. As long as you approach me respectfully, I am happy to discuss your concerns and rectify any mistakes.

Grade Appeals:

- If you have a question regarding a particular grade, I am happy to review it. You may inquire about a particular grade in order to ascertain why that grade was given. **Please note that inquiring about a grade does not guarantee a change of grade.**
- If you feel that the grade was not justified, you may proceed through a formal grade appeal process. All grade appeals must be submitted in formal writing, in a word document, via email, **no later than one week after the assignment in question has been returned.**
- The submitted dispute should fully delineate the reasons the student believes another grade is warranted. Any supporting materials including the original assignment, the completed grading rubric, and email communication with the grader should be attached to the submitted dispute.
- The appeal must provide **rational criteria** for why the current grade is inaccurate. Feelings do not constitute rational criteria. Such claims as "I worked really hard on the assignment," "I'm confident in my work," "I feel I deserve a higher grade," or "the grade was unfair" are not valid reasons to appeal a grade. The student must offer some empirical proof that the grade is inaccurate.
- Disputing a grade is not a guarantee that the grade will be changed. Once the student has submitted a formal grade appeal and all supporting evidence, the instructor will carefully review the materials and examine the assignment. The instructor will decide if the grade deserves to be changed based purely on the quality of the work submitted by the student and no other criteria. The instructor's grade will be the final grade for the assignment and that grade may be higher, lower, or comparable to the original grade.

Grading Scale (%)

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A- = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

Extra Credit Policy:

I do not give any. Please do not ask. Please note that if an instructor chooses to offer extra credit, that instructor is required by the university to provide all students in that course with an equal opportunity to complete the extra credit assignment. If you ask any professor at Temple for individual extra credit, you will be turned down. Complete your assignments on time and as instructed. **Please do not email me an ultimatum that if you do not get a certain letter grade in my class you will not graduate or you will lose a scholarship.**

Grade Breakdown:

The breakdown of assignments and their points and percentages in your final grade are broken down in a chart on the following page. Below, you will also find the formula for calculating your weighted graded in this course.

Calculating a Weighted Grade:

	Async Lesson Quizzes/Drive Entries (your points/63)	(.25)
+	Small Group Discussion	(your points/15) (.15)
+	Reading Notes	(your points/125) (.25)
+	Screening Responses	(your points/120) (.25)
+	Take Homes Response	(your points/60) (.10)
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=	Total x 100 = percentage = letter grade	

Example:

	Async Lesson Quizzes/Drive Entries (55/63)	(.25) = .2182
+	Small Group Discussion	(15/15) (.15) = .15
+	Reading Notes	(110/125) (.25) = .22
+	Screening Responses	(107/120) (.25) = .2229
+	Take Homes Response	(56/60) (.10) = .093
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	= .9041 x 100 = 90.41% = A-	

Assignments:

- **Asynchronous Lesson Quizzes/Google Drive Entries:** this series of assignments will evaluate your completion and understanding of course materials and video lectures via short quizzes and written assignments.
- **Small Group Discussion:** this series of assignments will help to develop our classroom community and provide us with a way to engage in meaningful discussion about course material.
- **Reading Notes:** this series of assignments is designed to help you become more critical and careful readers; expose you to academic articles; and build your content area knowledge about course topics.

- **Screening Responses:** this series of assignments is developed to help you reflect on the episodes we watch and to dig more deeply into the analysis of the topics and themes present in the episodes.
- **Take Homes Response:** This assignment helps you to reflect back on the course and all that we have learned and discussed. It asks you to consider and reflect on some of the most important ideas/concepts that you have learned in this course.

Weighted Grade Breakdown:

Assignment	Due Date	Points Possible	Total % of Grade
Asynchronous Lesson Quizzes & Google Drive Entries	Continuous	63	25%
Small Group Discussion 1- Media Analysis	9/28 – 10/1	5	15%
Small Group Discussion 2 – News Media Unit	10/19-10/22	5	
Small Group Discussion 3 – <i>Black Mirror</i>	11/16-11/19	5	
Reading Notes 1 – Vacker & Gillespie	Tues, 9/1	25	25%
Reading Notes 2 – Smith	Tues, 9/8	25	
Reading Notes 3 – Brantner, Lobinger, & Wetzstein	Tues, 10/6	25	
Reading Notes 4 - McGonagle	Fri, 10/9	25	
Reading Notes 5 - Cooper	Fri, 10/23	25	
Screening Response 1 – “The National Anthem”	Fri, 10/30	15	25%
Screening Response 2 – “The Waldo Moment”	Tues, 11/3	15	
Screening Response 3 – “The Entire History of You”	Fri, 11/6	15	
Screening Response 4 – “Striking Vipers”	Tues, 11/10	15	
Screening Response 5 – “Nosedive”	Fri, 11/13	15	
Screening Response 6 – “Fifteen Million Merits”	Tues, 11/17	15	
Screening Response 7 – “White Bear”	Fri, 11/20	15	
Screening Response 8 – “White Christmas”	Tues, 12/1	15	
Take Homes Response	Fri, 12/11	60	10%
Totals			100%

*I reserve the right to change the course schedule, including daily topic and due dates, at any time.

All assignment due dates/times are based on Eastern Standard Time

Lesson	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Lesson 1 Course Intro	<ul style="list-style-type: none"> Teacher intro video Google Drive Intro Video Syllabus video Reading Notes Assignment video Asynchronous Lesson Quiz 	Canvas Asynchronous Lesson Quiz	3	Tuesday 8/25 By 10:00pm
Lesson 2 Media and Society	<ul style="list-style-type: none"> Read takehomes Lesson 2 Video – Media and Society Basics Google Drive Entry Enrichment Activity – optional 	Google Drive Entry Lesson 2: Student Introduction	3	Friday 8/28 By 10:00pm
Lesson 3 Media and Identity	<ul style="list-style-type: none"> Read takehomes Read article and complete reading notes 1 Lesson 3 Video – Article Asynchronous Lesson Quiz Enrichment Activity – optional 	Reading Notes 1 – Vacker and Gillespie (Submit on Canvas) Canvas Asynchronous Lesson Quiz	25 3	Tuesday 9/1 By 10:00pm
Lesson 4 Media and Community	<ul style="list-style-type: none"> Partner discussion (video/phone) Google Drive Entry Read takehomes Lesson 4 Video – Media and Community Asynchronous Lesson Quiz Enrichment Activity – optional 	Google Drive Entry Lesson 4: Partner(s) Discussion Canvas Asynchronous Lesson Quiz	3 3	Friday 9/4 By 10:00pm
Last day to Add/Drop a 16 Week Course – Tuesday, 9/8				

Lesson	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Lesson 5 Media Analysis Basics	<ul style="list-style-type: none"> • Read takehomes • Read article and complete reading notes 2 • Lesson 5 Video – Media Analysis Basics • Asynchronous Lesson Quiz 	Reading Notes 2 – Smith (Submit on Canvas) Canvas Asynchronous Lesson Quiz	25 3	Tuesday 9/8 By 10:00pm
Lesson 6 Media Analysis Color/Symbol	<ul style="list-style-type: none"> • Read takehomes • Review useful words list • Lesson 6 Video – Media Analysis Color/Symbol • Google Drive Entry 	Google Drive Entry Lesson 6: Color/Symbol Analysis	3	Friday 9/11 By 10:00pm
Lesson 7 Media Analysis Light/Dark	<ul style="list-style-type: none"> • Read takehomes • Lesson 7 Video – Media Analysis Light/Dark • Asynchronous Lesson Quiz • Enrichment Activity - Optional 	Canvas Asynchronous Lesson Quiz	3	Tuesday 9/15 By 10:00pm
Lesson 8 Media Analysis Camera Angle	<ul style="list-style-type: none"> • Read takehomes • Lesson 8 Video – Media Analysis Camera Angle • Google Drive Entry 	Google Drive Entry Lesson 8: Camera Angle Analysis	3	Friday 9/18 By 10:00pm
Lesson 9 Media Analysis Sound	<ul style="list-style-type: none"> • Read takehomes • Lesson 9 Video – Media Analysis Sound • Asynchronous Lesson Quiz • Enrichment Activity – Optional 	Canvas Asynchronous Lesson Quiz	3	Tuesday 9/22 By 10:00pm
Lesson 10 Media Analysis Face/Body	<ul style="list-style-type: none"> • Read takehomes • Lesson 10 Video – Media Analysis Face and Body • Google Drive Entry 	Google Drive Entry Lesson 10: Face/Body Analysis	3	Friday 9/25 By 10:00pm

Lesson	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Media Analysis Class Discussion	<ul style="list-style-type: none"> • Zoom – Class Discussion – Small Groups 	Zoom Meeting	5	Monday 9/28 – Thursday 10/1 Time TBD
Lesson 11 Media Analysis Power and Norms	<ul style="list-style-type: none"> • Read takehomes • Lesson 11 Video – Media Analysis Power and Norms • Asynchronous Lesson Quiz • Enrichment Activity – Optional 	Canvas Asynchronous Lesson Quiz	3	Tuesday 9/29 By 10:00pm
Lesson 12 News Media Intro	<ul style="list-style-type: none"> • Read takehomes • Lesson 12 Video – News Media Intro • Asynchronous Lesson Quiz 	Canvas Asynchronous Lesson Quiz	3	Friday 10/2 By 10:00pm
Lesson 13 News Media Tactics Part 1 – Framing, Priming, Agenda Setting	<ul style="list-style-type: none"> • Read Takehomes • Read article and complete reading notes 3 • Lesson 13 Video – News Media Tactics Part 1 • Asynchronous Lesson Quiz 	Reading Notes 3 – Brantner, Lobinger, Wetzstein (Submit on Canvas) Canvas Asynchronous Lesson Quiz	25 3	Tuesday 10/6 By 10:00pm
Lesson 14 News Media Tactics Part 2 – Fake News	<ul style="list-style-type: none"> • Read Takehomes • Read article and complete reading notes 4 • Lesson 14 Video – Fake News • Enrichment Activity – Optional • Asynchronous Lesson Quiz 	Reading Notes 4 – McGonagle (Submit on Canvas) Canvas Asynchronous Lesson Quiz	25 3	Friday 10/9 By 10:00pm

Lesson	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Lesson 15 Logical Fallacies	<ul style="list-style-type: none"> • Read takehomes • Lesson 15 Video – Logical Fallacies • Google Drive Entry 	Google Drive Entry Lesson 15: Logical Fallacy Example	3	Tuesday 10/13 By 10:00pm
Lesson 16 Hegemony	<ul style="list-style-type: none"> • Read takehomes • Lesson 16 Video – Hegemony • Asynchronous Lesson Quiz 	Canvas Asynchronous Lesson Quiz	3	Friday 10/16 By 10:00pm
News Media Unit Class Discussion	<ul style="list-style-type: none"> • Zoom – Class Discussion – Small Groups 	Zoom Meeting	5	Monday 10/19 – Thursday 10/22 Times TBD
Lesson 17 Spiral of Silence	<ul style="list-style-type: none"> • Read takehomes • Lesson 17 Video – Spiral of Silence • Google Drive Entry 	Google Drive Entry Lesson 17: Spiral of Silence	3	Tuesday 10/20 By 10:00pm
Lesson 18 Cognitive Dissonance	<ul style="list-style-type: none"> • Read takehomes • Read article and complete reading notes 5 • Cognitive dissonance example clip • Lesson 18 Video – Cognitive Dissonance • Asynchronous Lesson Quiz 	Reading Notes 5 – Cooper (Submit on Canvas)	25	Friday 10/23 By 10:00pm
Lesson 19 Utopia/Dystopia	<ul style="list-style-type: none"> • Read takehomes • Lesson 19 Video – Utopia/Dystopia • Asynchronous Lesson Quiz 	Canvas Asynchronous Lesson Quiz	3	Tuesday 10/27 By 10:00pm
Lesson 20 <i>Black Mirror</i> – “The National Anthem”	<ul style="list-style-type: none"> • Read takehomes • Screen episode • Complete Screening Response • Lesson 20 Video – “The National Anthem” 	Screening Response	15	Friday 10/30 By 10:00pm

Lesson	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Lesson 21 <i>Black Mirror</i> – “The Waldo Moment”	<ul style="list-style-type: none"> • Read takehomes • Screen episode • Complete Screening Response • Lesson 21 Video – “The Waldo Moment” 	Screening Response	15	Tuesday 11/3 By 10:00pm
Lesson 22 <i>Black Mirror</i> – “The Entire History of You”	<ul style="list-style-type: none"> • Read takehomes • Screen episode • Complete Screening Response • Lesson 22 Video – “The Entire History of You” 	Screening Response	15	Friday 11/6 By 10:00pm
Lesson 23 <i>Black Mirror</i> – “Striking Vipers”	<ul style="list-style-type: none"> • Read takehomes • Screen episode • Complete Screening Response • Lesson 23 Video – “Striking Vipers” 	Screening Response	15	Tuesday 11/10 By 10:00pm
Lesson 24 <i>Black Mirror</i> – “Nosedive”	<ul style="list-style-type: none"> • Read takehomes • Screen episode • Complete Screening Response • Lesson 24 Video – “Nosedive” 	Screening Response	15	Friday 11/13 By 10:00pm
Black Mirror Class Discussion	<ul style="list-style-type: none"> • Zoom – Class Discussion – Small Groups 	Zoom Meeting	5	Monday 11/16 – Thursday 11/19 Time TBD
Lesson 25 <i>Black Mirror</i> – “15 Million Merits”	<ul style="list-style-type: none"> • Read takehomes • Screen episode • Complete Screening Response • Lesson 25 Video – “15 Million Merits” 	Screening Response	15	Tuesday 11/17 By 10:00pm
Lesson 26 <i>Black Mirror</i> – “White Bear”	<ul style="list-style-type: none"> • Read takehomes • Screen episode • Complete Screening Response • Lesson 26 Video – “White Bear” 	Screening Response	15	Friday 11/20 By 10:00pm
Fall Break/Thanksgiving Break – Monday, 11/23 – Friday, 11/27				

Lesson	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Lesson 27 <i>Black Mirror</i> – “White Christmas”	<ul style="list-style-type: none"> • Read takehomes • Screen episode • Complete Screening Response • Lesson 27 Video – “White Christmas” 	Screening Response	15	Tuesday 12/1 By 10:00pm
Lesson 28 Course Wrap Up	<ul style="list-style-type: none"> • Read takehomes • Google Drive Entry • Lesson 28 Video – Course Wrap Up 	Google Drive Entry Lesson 28: What Did You Learn	3	Friday 12/4 By 10:00pm
Last day to Withdraw from a 16 Week Course – Monday, 12/7				
Final Assignment	<ul style="list-style-type: none"> • Takehome Messages Assignment 	Takehomes Assignment	60	Friday 12/11 By 10:00pm