

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

MSP - 4445 – 001 Media Images & Analysis
Credit Hours: 3
Semester: Spring 2021
Live Class Meetings: TH 11:00-12:20pm EST

Instructor: Dr. Stephanie Palmieri
Email: stephanie.palmieri@temple.edu
Online – Asynchronous/Synchronous
Office Hours: by appointment

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 4445 is an upper division course that focuses on the critical analysis of media images in society. Students are exposed to multiple ways of analyzing the production and consumption of media images and will examine how these images shape our ways of knowing and being, as well as our understanding of the self, of others, and of the world. Students are challenged to examine the role of media images in shaping the organization of society and culture, including the very nature of what we think is true, real, and desirable.

Virtual Learning:

I have designed this course with the Fall 2020 semester in mind. This semester, you will have a great deal of choice when it comes to completing this course. With this idea in mind, the course will be split into two distinct sections. In Section 1, we will all work through Lessons 1-10, all of which are mandatory. During this time, we will engage in live synchronous sessions, building our classroom community, and we will also work on some content on our own asynchronously. In section 2, you will be asked to complete 10 of 17 possible lessons. You will choose which lessons you want to complete based on factors like due date, synchronous/asynchronous meetings, and content. I am excited about this big change in the way this course will work and feel that it will benefit all parties involved.

Course Goals:

Students will:

- Build a classroom community through partner, small group, and large group discussions that require face-to-face (virtual) interactions.
- Analyze essential course questions through journal writing, in/out of-class analysis, and class discussion.
- 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 power structures, representations of identity, and ideologies in media texts by analyzing colors, symbols, light/dark, sound, camera angle, facial expressions, body language, allusions, setting, physical dynamics between characters, dialogue, norms, agency, and narrative elements.
- Read, summarize, and discuss academic articles as well as apply concepts from those articles in the analysis of media texts.
- 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.

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 and in class.

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 the 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.
- Attend all class meetings and be on time for all classes and meetings with instructors.
- Complete all assignments and complete them to the best of your ability.
- Complete your own assignments and properly cite all referenced materials.
- Participate during small and large group discussion in class.
- Participate in positive, compelling, and meaningful ways during class discussion.
- Utilize course assignments to participate in effective ways during class discussion.
- Seek out writing help from the writing center or from me if necessary.
- Regularly check your grades and attendance on Canvas
- Regularly check your feedback/rubrics in your Google Drive folders

Classroom Community:

It is important that we work to make our classroom a community. In order to do that, it is important that we talk to each other during class and form relationships with one another. In this class, you will frequently be put into virtual breakout rooms to talk with your classmates. I will often ask you to talk with someone who you have not yet spoken directly to. Learn each other's names. Listen to each other's ideas and input. Be receptive and empathetic to others' experiences.

How This Course Will Be Taught:

We will split our course time between asynchronous and synchronous lessons. Course work will be due every Tuesday (asynchronous) and Thursday. We will meet live in a synchronous, online classroom session every Thursday during the semester (as well as on Tuesday, 1/26). During this meeting time, we will engage in lectures, break out into small group discussions, and cover course material in a variety of ways. There will NOT be a final exam; however, you will be turning in a final project during finals week.

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

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:

I will record all synchronous class sessions and make those recordings available to you via a Class Google Drive folder. Temple's policy stipulates that any and all recordings in this class can only be used for the students' 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.

Live Sessions:

Please note that the success of our class discussions and building our classroom community is largely dependent on every participant turning on the camera feature and both showing your face and speaking aloud. In an online environment, it can be especially difficult to establish rapport and the flow of conversation, making it especially important that we can all see each other's faces and hear each other's voices. However, I also know that there are many things that may prevent you from showing your face or speaking in class, so I will not require you to show your face or speak if you are truly uncomfortable or unable. Any student may make use of the chat feature to share thoughts and answers. Although I do not have the ability to record breakout sessions, please note that some students have a Temple sanctioned academic accommodation through DRS to record sessions, though those recordings will fall under the above sanctions and will not be posted.

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.

Course Website: www.msp4445.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, course schedule, lessons, video lectures, prezis, assignment instruction sheets and rubrics, models of assignments, assignment exemplars, and take home messages.

Canvas:

In this course, Canvas will be a place where you can check your grades, check your attendance records, submit assignments and see course announcements. It is your responsibility to check Canvas for updated course announcements. When inputting grades into Canvas, I will only be using this space to show you how many points you earned on an assignment. Please ignore any grade percentages Canvas is telling you. I have created a document for each of you in your Google Drive folder where you can calculate your grade in real time by entering in your scores.

Canvas Course Announcements:

I suggest you check the course announcements daily. 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.

Google Drive:

I will utilize Google Drive to provide you with your completed rubrics and feedback on assignments.

- You will each have an individual folder titled your **Last name, First name – MSP 4445 – Spring 2021**.
- I will share this folder with you at the beginning of the semester.
- Only you and I will have access to this folder.
- You will need to access this folder in order to complete your first assignment.
- What will you find in this folder?
 - Your individual meeting assignment
 - Graded rubrics
 - Written feedback on Reading Notes 1
 - A personal blank grade doc for you to keep track of your grades
- It is your responsibility to know how to utilize Google Drive and to check the uploaded materials. If you need help navigating Google Drive, I expect you to ask for my help prior to your individual meeting.
- I will provide you with a link to access your 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 (including your personal email) access to this folder.
- I will provide a video on how to navigate Google Drive.
- I will also provide a video on how to navigate the grade doc you will find in your folder.

Important University Links:

- Cherry Pantry: <https://studentcenter.temple.edu/cherry-pantry>
- Emergency Student Aide: <https://deanofstudents.temple.edu/news/student-emergency-aid-fund>
- 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>

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University Emergency Student Aid Program are in operation as well as a variety of resources from the Division of Student Affairs.

Attendance Policies:

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 (as soon as you add the course) 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.

Lessons 1-10

If you miss a live session in Section 1 due to an extenuating circumstance, I will allow you to make up those points by completing an alternate assignment. That assignment will require you to watch the recorded lecture from the missed day and complete a short write up about that lesson including the journal of the day.

Temple Attendance Policy during Covid-19:

To achieve course learning goals, students must attend in-person classes, and/or participate in classes or portions of classes that are taught remotely, to the extent that they are able. However, if you feel unwell or if you are under quarantine because you have been exposed to the virus, you should not come to campus, and you will not be penalized for your absence. Instructors are required to ensure that attendance is recorded for each in-person class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or

instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Students should contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

Course Attendance and Engagement

Students will not be penalized for Covid-related absences, specifically illness.

If a student is unable to participate in an online class or course activity, or a portion thereof, including attendance at a live video session, the student should take the following steps:

- Notify instructors in advance of the inability to participate, if possible.
- If experiencing symptoms, isolate from others immediately, go to the Online Student Health Portal (<https://shs-portal.temple.edu/login.aspx>), log in, click on the COVID-19 tab and enter their symptoms on the Symptom Tracker.
- Keep up with coursework, as much as possible.
- Participate in class activities and submit assignments electronically, to the extent possible and as directed by the instructor.
- Reach out to the instructor if illness will require late submission or other modifications to deadlines or work requirements.
- If necessary, work with their instructors to reschedule any synchronous exams, labs or other critical academic activities.

If continued active engagement in a course is not possible due to illness or other COVID-related circumstances, students may wish to consider options with their instructor and/or advisor. These options might include withdrawal or the possibility of an incomplete grade.

Honesty, Flexibility and Academic Integrity

This temporary universitywide protocol relies on the honor and good faith of all university community members. It requires students to allow their attendance to be tracked through a central process, and to report the reason for their absence truthfully and in a timely fashion. It requires instructors to ensure that attendance is recorded and to trust the word of their students when they say they are ill. In all cases, Temple's commitment to honesty and academic integrity must remain strong, and the usual expectations for conduct and academic integrity will be enforced.

MSP 4445 - 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 or family member for which the student is the primary caregiver; death in the family; death of a friend; severe psychological trauma; military service; imprisonment; major 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 class or 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 or contact me within 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 project date; you must submit your project on time or forfeit all points. The only time when a final project 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 (or via video-chat). 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 (unless you are physically incapable due to something like prolonged hospitalization), 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 sure 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, utilizing, 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 see below and/or 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/>

Temple Expectations for Class Conduct

In order to maintain a safe and focused learning environment, we must all comply with the four public health pillars, wearing face coverings, maintaining physical distancing, washing our hands, and monitoring our health. It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. However, please note that hate speech will not be tolerated in this course, and while we are all entitled to our own opinions, we are not entitled to create our own facts.

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.

Have a Question?

<p>Check in with me</p>	<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. • You are welcome to email or to check in with me in person (video) before class or during office hours.
<p>What should I title the email?</p>	<ul style="list-style-type: none"> • Start every email title with MSP 4445 • Include a short description as well • For example: <ul style="list-style-type: none"> ○ MSP 4445 – Can I schedule a meeting? ○ MSP 4445 – Reading Notes Question ○ MSP 4445 – Assignment Question
<p>What does an appropriately worded email look like?</p>	<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>
<p>What should I avoid doing in an email?</p>	<ul style="list-style-type: none"> • <i>Demands</i> – please do not demand something from any of your instructors. We are not at your beck and call. • <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> – we are here to help you, but if you are rude, aggressive, or demanding, we reserve the right to ignore your email.
<p>How long will it take for a response?</p>	<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 email about an assignment at the last minute – I will likely not be able to respond.
<p>Office Hours</p>	<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/all of the following items:</p>	<ul style="list-style-type: none"> • Document submitted is not a Word doc. • 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. • The document submitted through Canvas is the incorrect document – for example, a paper for another class, the wrong reading notes, etc. • The document submitted through Canvas is the correct assignment, but you wrote about the wrong episode or reading. • You bring me a hard copy version because you were having computer trouble • 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. • Temple has thousands of computers on campus for student use • You can download Google Docs as Word docs
	<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 • 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. • It is your responsibility to make sure you have appropriate access (or have asked for help with gaining access).
	<p>My train got to campus late so I couldn’t submit</p>	<ul style="list-style-type: none"> • The assignments are all posted on the syllabus at the start of the semester. • You have access to all pertinent assignment material at the start of the semester. • Deadlines are clearly posted on the syllabus at the start of the semester.
<p>Why do I care so much about directions and details?</p>	<ul style="list-style-type: none"> • Adhering to my specifications enables you and 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.

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.

Assignment Help:

I am always happy to help you with your assignments. I am here to answer questions and to provide you with the tools you need to succeed. I am always willing to work with students during office hours or by appointment and am happy to provide feedback on an assignment draft (prior to its due date) via email. Please allow me enough time to offer you help – I will not be able to provide feedback or help on the day an assignment is due. It is also difficult to assist you the night before an assignment is due.

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.** If you send repeated emails to me begging me to fix your grade or offer you opportunities at the end of the semester to go back and redo work, I will ignore them.

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:

	Lessons 1-10	(your points/33) (.25)
+	Lessons 12-28	(your points/30) (.25)
+	Individual Meeting	(your points/20) (.10)
+	Reading Notes	(your points/100) (.20)
+	Final Project	(your points/100) (.20)

= Total x 100 = percentage = letter grade

Course Schedule:

- **Section 1:** The first 10 lessons (Lesson 1-10) are mandatory. Each lesson, whether asynchronous or synchronous, will be worth 3 points (with Lesson 6 being worth 6 points because it will include both an asynchronous quiz and live session). You will demonstrate completion of asynchronous lessons through a short quiz on Canvas. You will demonstrate your completion of live sessions through your attendance and participation. There is one reading notes assignment due during this section of the course, which is mandatory. Each of you will sign up for an individual meeting with me during section 1, which is mandatory.
- **Section 2:** You will select 10 of the next 17 lessons (Lesson 12-28) to complete. Your demonstration of completion for each lesson you select will be the same as in section 1. There are 5 reading notes assignments available during this section, you will choose 3 to complete. Whichever reading notes you choose to complete, you must also complete that full lesson with it (since the content aligns). During finals week, you will submit a final project, which is mandatory.

- **Note:** In lessons 6-28 - You may complete as many lessons as you want until you reach the full 30 points possible; however, if you accrue more than 30 points, you will NOT receive extra credit. So, for example, if you earn 33 points, your score will be 30/30 NOT 33/30.
- **Grades:** I am providing a Google Sheet in your individual Google Drive folder that you can use to decide which lessons you want to complete and where you can keep track of your grade in real time.

Making Schedule Choices:

As you determine which lessons in Section 2 you want to complete, keep some ideas in mind:

- Which content most resonates with you? What items do you most want to learn?
- Have you taken courses with me before that have covered any of this content? Do you want to repeat any of those lessons or try all new content?
- Do you work better on your own deadlines and on your own or in a live classroom setting?
- What do your other course schedules look like throughout the semester – can you plan so that you can complete work in this course at certain times to compliment those other course due dates?

Assignments:

All assignment information can be located on the course website. Each assignment has its own page under the assignment tab. Assignment pages will contain all relevant information about an assignment including: instructions, rubrics, examples, and exemplars.

Weighted Grade Breakdown:

Assignment	Due Date	Points Possible	Total % of Grade
Lessons 1-10 - Mandatory	1/19 – 2/18	33	25%
Lessons 12-28 – Must complete 10 of 17 lessons	2/25 – 4/22	30	25%
Individual Meeting	1/22 – 2/2	20	10%
Reading Notes 1 – Smith – Mandatory	Th – 2/11	25	20%
Must complete 3 of the remaining lessons/reading notes			
Reading Notes 2 – Butler	Th – 3/11	25	
Reading Notes 3 – Acaron	Th – 3/25	25	
Reading Notes 4 – Mast & Cousin	Tues – 4/6	25	
Reading Notes 5 – Ahearn	Th – 4/8	25	
Reading Notes 6 – Leavitt et al.	T – 4/13	25	
Final Project	Sat – 5/1	100	20%
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

All assignments, including those due on synchronous class days (Thursdays) are due by 11:00am EST

Lesson	Essential Question	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Section 1: All lessons (1-10) in this section are mandatory					
Lesson 1 Course Intro	What can we expect in this course?	Asynchronous Lesson <ul style="list-style-type: none"> Instructor intro video Syllabus intro video Grade breakdown video Google Drive intro video 	Asynchronous Lesson Quiz # 1	3	Tuesday 1/19
Lesson 2 Classroom Community & Self Care	How can I prepare for my individual meeting assignment? How can we build a strong (online) classroom community? What is self-care and how can I provide myself with it?	Synchronous Lesson <ul style="list-style-type: none"> Individual meeting sign up Takehomes review Journal 1 Breakout room/Large group discussion Journal 2 Breakout room/Large group discussion 	Attendance at Live Session 1	3	Thursday 1/21
Lesson 3 Humanity & Media	What does it mean to be human and how does this idea relate to media analysis? What do we see as problems in/with our media and pop culture system and why?	Synchronous Lesson <ul style="list-style-type: none"> Takehomes review Journal Breakout rooms – small group discussion and notes Large group discussion 	Attendance at Live Session 2 Individual Meeting by appointment (1/26 – 2/2)	3 20	Tuesday 1/26
Lesson 4 Media Messages	What are the messages we are seeing in media? What does our pop culture media tell us about who we “should” be, what we should see as “normal” and what it means to be desirable?	Synchronous Lesson <ul style="list-style-type: none"> Takehomes review Journal Breakout rooms – small group discussion and notes Large group discussion 	Attendance at Live Session 3	3	Thursday 1/28
Monday, 2/1 – Final Day to Add/Drop a Full Term 16-Week Course					

Lesson	Essential Question	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Lesson 5 Intro to Media and Communications	What is media? What is communication? Why do these things matter?	Asynchronous Lesson: <ul style="list-style-type: none"> Read takehomes from Lesson 4 Intro to Media and Communication video 	Asynchronous Quiz # 2	3	Tuesday 2/2
Lesson 6 Reading Notes Assignment & Intro to Culture	What is the reading notes assignment and how can I complete it? What is culture and what cultures do you belong to?	Synchronous Lesson: <ul style="list-style-type: none"> Reading notes assignment questions Reading notes assignment practice Culture Journal and Discussion Culture discussion 	Asynchronous Quiz 3 Attendance at Live Session 4	3 3	Thursday 2/4
Lesson 7 Intro to Theory and Cultural Studies	What is Cultural Studies? What is Theory?	Asynchronous Lesson: <ul style="list-style-type: none"> Read takehomes from Lesson 6 Theory and Cultural Studies Intro Video 	Asynchronous Quiz # 4	3	Tuesday 2/9
Lesson 8 Media Analysis Basics	What does it mean to analyze a text? Why should we analyze pop culture texts?	Synchronous Lesson: <ul style="list-style-type: none"> Takehomes review Article Discussion Media Analysis Basics lecture Media Analysis practice 	Attendance at Live Session 5 Reading Notes 1 Smith	3 25	Thursday 2/11
Lesson 9 Inference Making	What is an inference? Why is inference making important in media analysis?	Asynchronous Lesson: <ul style="list-style-type: none"> Read takehomes from Lesson 8 Inference Making video 	Asynchronous Quiz # 5	3	Tuesday 2/16
Lesson 10 Inference Making Practice	How can we take our inferences and utilize them to better understand a character/scene?	Synchronous Lesson: <ul style="list-style-type: none"> Takehomes review Journal Inference making/analysis practice 	Attendance at Live Session 6	3	Thursday 2/18
Lesson 11	NO CLASS – University Wellness Day				Tuesday 2/23

Lesson	Essential Question	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Section 2: Media Analysis Tools Select and complete 10 of the following 17 lessons (lesson 12-28) You must complete 3 of the 5 remaining Reading Notes assignments in this section. You must complete these in conjunction with the accompanying full lesson					
Lesson 12 Color & Symbol	How can we interpret color and symbols to help us analyze a text?	Synchronous Lesson: <ul style="list-style-type: none"> Takehomes review Journal Color & Symbol lecture and analysis practice 	Attendance at Live Session 7	3	Thursday 2/25
Lesson 13 Numbers as Symbols	How can we interpret numbers as symbols to help us analyze a text?	Asynchronous Lesson: <ul style="list-style-type: none"> Read takehomes from Lesson 12 Numbers video 	Asynchronous Quiz # 6	3	Tuesday 3/2
Lesson 14 Common Allusions	What are allusions? What common allusions might we encounter? How can we interpret allusions in order help us analyze a text?	Synchronous Lesson: <ul style="list-style-type: none"> Takehomes review Journal and share out Allusions lecture Analysis practice 	Attendance at Live Session 8	3	Thursday 3/4
Lesson 15 Light & Dark	How can we interpret light and dark in order help us analyze a text?	Asynchronous Lesson: <ul style="list-style-type: none"> Read takehomes from Lesson 13 Light & Dark video 	Asynchronous Quiz # 7	3	Tuesday 3/9
Lesson 16 Camera Angle	How can we interpret camera angle in order help us analyze a text?	Synchronous Lesson: <ul style="list-style-type: none"> Takehomes review Journal Article discussion Camera angle lecture Analysis practice 	Attendance at Live Session 9 Reading Notes 2 Butler	3 25	Thursday 3/11

Lesson	Essential Question	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Lesson 17 Sound	How can we interpret sound in order help us analyze a text?	Asynchronous Lesson: <ul style="list-style-type: none"> • Read takehomes from Lesson 16 • Sound video 	Asynchronous Quiz # 8	3	Tuesday 3/16
Lesson 18 Setting	How can we interpret setting in order help us analyze a text?	Synchronous Lesson: <ul style="list-style-type: none"> • Takehomes review • Journal • Setting lecture • Analysis practice 	Attendance at Live Session 10	3	Thursday 3/18
Lesson 19 Facial Expressions	How can we interpret facial expressions in order help us analyze a text?	Asynchronous Lesson: <ul style="list-style-type: none"> • Read the takehomes from Lesson 18 • Facial expressions video 	Asynchronous Quiz # 9	3	Tuesday 3/23
Lesson 20 Body Language	How can we interpret body language in order help us analyze a text?	Synchronous Lesson: <ul style="list-style-type: none"> • Takehomes review • Journal • Article discussion • Body language lecture • Analysis practice 	Attendance at Live Session 11 Reading Notes 3 Acaron	3 25	Thursday 3/25
Lesson 21 Character Analysis	How can we analyze a character in order to better understand a text?	Asynchronous Lesson: <ul style="list-style-type: none"> • Read the takehomes from Lesson 20 • Character analysis video 	Asynchronous Quiz # 10	3	Tuesday 3/30
Lesson 22 Narrative	What are the elements of a narrative and why are narratives important? How does the construction of a narrative shape audience understanding? How can we analyze elements of a narrative to determine the ideologies embedded in a text?	Synchronous Lesson: <ul style="list-style-type: none"> • Takehomes review • Journal • Narrative discussion • Analysis practice 	Attendance at Live Session 12	3	Thursday 4/1

Lesson	Essential Question	Lesson Items - To Do - Order	Assignments Due	Points Poss.	Due Date/Time EST
Lesson 23 Dialogue and Nonverbal Behavior	How can we interpret dialogue in order to help us analyze a text?	Asynchronous Lesson: <ul style="list-style-type: none"> Read the takehomes from Lesson 21 Dialogue and nonverbal behavior video 	Asynchronous Quiz # 11 Reading Notes 4 – Mast & Cousin	3 25	Tuesday 4/6
Lesson 24 Agency	How do we define agency? How can we analyze power in a text using the concept of agency?	Synchronous Lesson: <ul style="list-style-type: none"> Takehomes review Journal Article discussion Agency lecture Analysis and agency discussion 	Attendance at Live Session 13 Reading Notes 5 Ahearn	3 25	Thursday 4/8
Lesson 25 Representation	What is representation in media? Why does representation matter?	Asynchronous Lesson: <ul style="list-style-type: none"> Read the takehomes from Lesson 24 Representation video 	Asynchronous Quiz # 12 Reading Notes 6 – Leavitt et al.	3	Tuesday 4/13
Lesson 26 Norms	How do we identify the norms and ideals a text presents and what do those norms and ideals mean for us as viewers?	Synchronous Lesson: <ul style="list-style-type: none"> Takehomes review Journal Norms lecture Analysis and Discussion 	Attendance at Live Session 14	3	Thursday 4/15
Lesson 27 Power & Ideology	What is ideology and how can we analyze power dynamics in a text to determine the ideologies in a text?	Asynchronous Lesson: <ul style="list-style-type: none"> Read the takehomes from Lesson 26 Power & Ideology video 	Asynchronous Quiz # 13	3	Tuesday 4/20
Lesson 28 Production	How does our analysis aid in our production? How does production aid in our analysis? How can we utilize our analysis tools to create meaningful media?	Synchronous Lesson: <ul style="list-style-type: none"> Takehomes review Journal Production lecture Final discussion 	Attendance at Live Session 15	3	Thursday 4/22
Monday 4/26 – Final Day to Withdraw from a Full Term 16-Week Course					
Final Project	Final Project – written and creative component			100	Saturday 5/1 11:00am