

# COURSE SYLLABUS

## COMM 5329-110 Gender, Race, and Culture in Media

### Texas A&M University-Central Texas - Spring 2021

**Instructor:** Charles R. Hamilton, Ph.D.

**Office:** Online

**Phone:** (903) 573-5124 (cell)

**Email:** Please use CANVAS email for all communications.

**Office Hours:** Since this is an online course, in-person office hours are not possible. However, I will be available through CANVAS email, located on the course menu, and will respond in 24 hours or less.

(Text or email for an appointment.)

**Mode of instruction and course access:** This course is a 100% online course and uses the TAMUCT *Canvas Learning Management System*: [<https://tamuct.instructure.com>].

**Student-instructor interaction:** Messages sent through *CANVAS Course Email* at any time will be answered within 24 hours, seven days a week. I will also make myself available between the hours of 1:30 p.m. and 3:00 p.m., Monday, Wednesday, and Thursday, for quick email responses or online chats when requested.

#### 911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911 Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911 Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

#### COURSE INFORMATION

**Course Overview/Description: COMM 5395 Gender, Race, and Culture in Media. 3 Credit Hours.**

This course is a study of mass media and their creation of a culture of online and other media-based connections to and with politics and includes specific groups focused on religion & denominations, individualism, intellectualism, the Internet, gender, race and culture, politics, science, education, urban areas, etc.

***Gender, Race, and Culture in Media*** is the study of a collection of articles from a variety of authors who focus on discussions of how digital forms of mass media are used by Political Organizations, Consumers, Users, and Producers, and were chosen based on current research by editors Yousman, Yousman, Dines, and Humez. The course will cover current use and future potential of the newest forms of media and goes into detail as to how media can be used to manipulate users in a variety of areas, as well as how to be aware of the potential dangers of overuse of media and the unintended messages within. In this course, we will take an interesting look into

some of the largest private and corporate processes in the world that influence almost all our personal decisions. Research outside the text is also welcomed in this course in finding the "good versus the bad" forms of that type of media communication, as well as your personal analyses and conclusions of the topic (based on your research that week) and the overarching comments included in each article. A final position paper and weekly journal reviews, chapter readings, and discussion board posts are required.

**Students are expected to** write brief reviews of selections from the text, or from several germane journal articles and public media articles, in order to develop an overall position on specific topics. You will also participate **actively** in online discussions of the assigned readings and other assigned or researched topics. Finally, you will write a summation essay, discussing the chapters, articles, and research you have studied throughout the course, along with comparisons of policies you have chosen to highlight, and situations or genres in which they might apply. Since this is a graduate-level course, the rigor is extensive, especially during the last weeks. Do not get behind, or you will not only lose points, but you may find that you have to drop the course.

### **Student Requirements:**

Examine and then question current media policies related to fairness & ethics as they pertain to Gender, Race, and Class in Digital Politics and Social Media.

Make intelligent observations about the benefits and shortcomings of weekly readings through both online discussions and in weekly reviews.

Collect and evaluate a library of sources concerning media involvement in political issues and ethics used in communication with public audiences, and through a variety of modes.

### **Course Objectives:**

#### **Student Learning Outcomes**

1. Students will be able to differentiate between the common media methods of communication currently in use.
2. Students will select and highlight communication & media usage methods they choose as most harmful/useful, based on their personal experience, and research.
3. Students will select the media devices they feel best fit ethical approaches to media
4. Students will develop the ability to blend forms of media communication to fit situations where one mode alone may not be sufficient to be

#### **Competency Goals**

1. Students will read and respond, both in essay form, and through written, online discussion, to a variety of communication and agenda-setting tactics, described in the text articles, and used for the creation online media
  2. Students will read and respond, both in essay form and through written, online discussions, to a variety of media practices, described in text and journal articles they select and used in a variety of communication modes and situations.
  3. Students will discover, and apply, their *personal choices* of the "correct" practices necessary for specific scenarios of media communication.
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1. Students will discover and form personal philosophies for use in specific social media communication situations, through reading, research, written reviews, and written discussion responses, and record those in essay

#### **Course Goals:**

1. Students will be able to explain the rise of media-based politics.

2. Students will be able to describe the media strategies used to contest elections and to govern.
3. Students will be able to document the payoffs associated with these strategies: increases in the candidate's share of the vote on election day, higher approval ratings while in office, and assured reelection.
4. Students will be able to assess the liabilities of media-based politics, most notably the possibility of intensified part conflict and polarization, which makes it more difficult for leaders to govern.
5. Students will be able to consider the importance of social media platforms as a new arena of media politics that features direct rather than mediated communication between politicians and voters.
6. Students will be able to raise questions about how media politics and changing forms of mass communication affect the practice and future of democracy in America.

**Required Reading and Texts:** *Gender, Race, and Culture in Media* Editors: Yousman, Yousman, Dines, and Humez Sage ISBN: 9781544393421

This text is recent and is made up of a large variety and quantity of articles from a variety of authors. Because of this I am not assigning specific articles – only that we move through the text by sections (there are 8). As you read through these sections you may find a specific area that you would like to concentrate on, and, similar to my interdisciplinary studies research class procedure, your focus for your final paper can be weighted with reviews from a specific section and still tied to the overall topic of the text. Additionally, when we get through all sections I am asking that you take weeks 10-13 to go back through the text, examine and review two additional articles of your choice each week, and add this information to your final paper research.

**Course Requirements:** *(Use MLA or APA guidelines on all the writing that you turn in– be consistent. All work must be in Microsoft Word format and submitted through CANVAS. Also, as a rule, I do not accept late assignments without prior approval.)*

## Course Procedures

Weekly Reading from the text (and possibly outside), Discussion of readings and “other” research, and weekly written journal reviews of selected articles (text & outside).

## Readings

Readings from Text: Week One – Read the preface and the introduction to Part 1: “A Cultural Studies Approach to Media: Theory - 1-6. Also, look through the Glossary of Terms to become familiar with the topical vocabulary – 669-681. (No graded assignments the first week.)

Readings from Text: Each week for the following eight weeks - eight sections, two articles of your choice to review from each section each week for a total of eight weeks beginning with Part 1. (Weeks 2-9)

After that, two additional articles of your choice per week from any section(s) for four more weeks. (Weeks 10-13)

## Discussions

Discussion Boards: Since this is a small class, and most of you have been in classes with each other before, the type of discussion board posts should also be familiar. In this case your posts should stay within the text readings each week. Because you will be allowed to choose the two articles each week to read and review, your comments should briefly summarize your articles and then focus on how they connect to the overall topic of the section.

Week 1 Discussion – open general discussion on preliminary readings and comments.

Weeks 2-13 – Specific comments on the weekly readings. I will not supply a prompt – just be sure to identify the articles you are discussing by titles and authors. This is not formal, so don't think you have to type everything in APA or MLA for discussions.

Weeks 14-16 – Comments on results of research, readings, and progress toward completion of your final paper. Also, please offer any suggestions on improving the class procedures. These digital media courses change drastically with the topic, and although they may seem similar there are some major differences I add each course to try and improve the flow. I get many of my ideas from the comments of students.

### **Journal Reviews**

There will be a total of 12 Journal Review Assignments – two reviewed articles per week makes up one assignment – which means you will be reviewing at least 24 articles of your choice. Since everyone in this class has been in some of my other classes you all know what is required for Journal Reviews (there are examples in the Pages section of our Homepage).

### **Final Paper**

This final paper, as in all my other courses, is a collection and compilation of the information and article reviews you have studied and written throughout the semester with the addition of an introduction and conclusion. These are the areas where you enforce your point and reflect on your research. As in the past, you do not have to use every review you have written, and there is no page limitation as long as you fully discuss and support your thesis. Sources must be used in-text and a specific style must be followed (APA or MLA). Since APA requires an abstract as part of the paper, an additional abstract is needed for an MLA paper and can be added following the Works Cited section. Both styles of paper will receive an additional grade for the abstract.

### **Grading Criteria Rubric and Conversion**

#### **Grade Distribution**

|                             |             |
|-----------------------------|-------------|
| Discussion Posts 12@50 pts. | 600         |
| Journal Reviews 12@100 pts. | 1200        |
| Abstract 100 pts.           | 100         |
| <u>Final Paper 300 pts.</u> | <u>300</u>  |
| <b>Total</b>                | <b>2200</b> |

#### **Posting of Grades**

Grades for Weekly Article Reviews, and Chapter Reviews, will be posted one (1) week from the due date. Grades for Discussion Participation will be posted every four (4) weeks.

*All student grades will be posted on the Canvas Grade book. Students should monitor their grading status through this tool.*

### **TECHNOLOGY REQUIREMENTS AND SUPPORT**

#### **Technology Requirements**

This course will use the TAMUCT Instructure Canvas learning management system. Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider dropping this course or contact me (your email and phone number) to discuss your situation.

### **Canvas supports the most common operating systems:**

PC: Windows 8, Windows 7

Mac: Mac OS X 10.9 (Mavericks), 10.8 (Mountain Lion), and 10.7 (Lion)

**NOTE: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are NO longer supported.**

Check browser and computer compatibility by following the "Browser Check" link on the TAMU-CT Canvas login page. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Your ability to function within the **Canvas** system will facilitate your success in this course.

*Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.*

### **Technology Support**

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week: Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466 [Web Chat: http://hdc.tamu.edu](http://hdc.tamu.edu)

*When calling for support please let your support technician know you are a TAMUCT student.*

For issues related to course content and requirements, contact your instructor.

## **COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

### **Discussion Board Posts**

Students must submit discussion board postings during the time frame indicated in the assignment rubric. Discussion board submissions will not be accepted for credit after the deadline.

### **Written Assignments**

Students needing extra time may submit assignments, excluding discussion board postings, up to one week after the assignment due date. Students who submit work up to one week late will receive a penalty of 10 percent applied to the grade achieved on the late assignment for each day of the week on which the work is submitted. Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements.

### **Exceptions**

I will accept assignments more than one week late only if students have made prior arrangements with me and I agree to an extension. Students must meet the deadline agreed upon in advance. Students who do not meet the agreed-upon deadline will receive a grade of zero on the assignment.

I will accept late work without prior arrangement only in the case of extenuating circumstances (such as hospitalization, childbirth, major accident, injury or bereavement). Students who suffer such a circumstance must notify me as soon as possible of the extenuating circumstance that prevented them from submitting work

on time and determine a deadline for submitting the work. In these instances, I will waive the late penalty. Students who do not meet the arranged deadline will receive a grade of zero on the assignment.

## **Final Assignment**

Students must submit the final assignment no later than the last regular class day of the term. No assignments are accepted after the last class day of the term.

## **Drop Policy**

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](https://www.tamuct.edu/departments/business-office/droppolicy.php): <https://www.tamuct.edu/departments/business-office/droppolicy.php>

**Professors cannot drop students**; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid a penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

## **Academic Integrity**

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct

concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

## **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required)  
[<https://tamuct.instructure.com/courses/717>]

## **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the

pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

## **Tutoring**

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills.

Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at [k.wood@tamuct.edu](mailto:k.wood@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support.

This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

## **University Writing Center**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10 am-5 pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00 pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours(both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

## **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and may use Skype or in-person sessions at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, Tex Share, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <https://tamuct.libguides.com/>

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall(207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

### **Instructor's Comments**

I have learned to embrace technology for a number of reasons, one being the ease with which we can access information. I use a little social media, and like the ability to communicate with friends and colleagues, but my main use is in finding information quickly. Fortunately, or unfortunately, this ease of finding information has caused me to be able to write more conference papers, answer more questions from students, and even teach this course without personally meeting students, or talking to them directly. The good and the bad of the situation end up being how we adapt, as a culture, to these technology changes –we may read fewer paper books, but we have so much more information at our fingertips. You all already know this, but I have actually lived through some of the greatest technology advancements the world has ever seen. Just the evolution of the cell phone from mobile radiophones, the bag phones, to hand-held phones, to smartphones, has taken place in my lifetime- not to mention the evolution of the computer from room-sized to hand-sized, which would have been enough advancement to mystify most. But, with these advancements also come changes in communication techniques, news media development and delivery, and information access. These are not necessarily bad things, but sometimes they are used to pass on bad information. The instant process of delivery many times creates delivery before facts are checked or as a provocation of anger, hate, and distrust - a feeling that news media do not care if the facts are correct, just that the story gets out first. Unfortunately, many now feel that there is no news source that can be trusted, news media is only here to set agendas and manipulate viewers, and that this situation has forced them to ignore any published news. This leaves a great void in our culture, where it should be providing a great abundance of quality news and information. This leaves a lot for you to sort out in the future -- I wish you luck!

### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is

against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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**Faculty; 1001 Leadership Place, Killeen, TX 76549; [c.hamilton@tamuct.edu](mailto:c.hamilton@tamuct.edu).**

### **COMM 5393 Course Schedule – Spring 2021**

#### **Week 1: 1/19-24**

Read Syllabus -- Readings from Text: Week One – Read the preface and the introduction to Part 1: “A Cultural Studies Approach to Media: Theory – 1-6. Also, look through the Glossary of Terms to become familiar with the topical vocabulary – 669-681. (No graded assignments the first week.)

**Discussion** – open general discussion on preliminary reading and comments. No specific prompt.

#### **Week 2: 1/25-31**

**Readings** from Text: two articles of your choice to review from Part 1.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

#### **Week 3: 2/1-7**

**Readings** from Text: two articles of your choice to review from Part 2.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

#### **Week 4: 2/8-14**

**Readings** from Text: two articles of your choice to review from Part 3.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

#### **Week 5: 2/15-21**

**Readings** from Text: two articles of your choice to review from Part 4.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

**Week 6: 2/22-28**

**Readings** from Text: two articles of your choice to review from Part 5.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

**Week 7: 3/1-7**

**Readings** from Text: two articles of your choice to review from Part 6.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

**Week 8: 3/8-14**

**Readings** from Text: two articles of your choice to review from Part 7.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

**Spring Break****Week 9: 3/22-28**

**Readings** from Text: two articles of your choice to review from Part 8.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

**Week 10: 3/29-4/4**

**Readings** from Text: two articles of your choice to review from any Part.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

**Week 11: 4/5-11**

**Readings** from Text: two articles of your choice to review from any Part.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

### **Week 12: 4/12-18**

**Readings** from Text: two articles of your choice to review from any Part.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

### **Week 13: 4/19-25**

**Readings** from Text: two articles of your choice to review from any Part.

**Discussion:** Specific comments from your choice of articles - briefly summarize your articles and then focus on how they connect to the overall topic of the section.

**Journal Reviews:** written reviews of the same two articles submitted as one assignment. The reviews are to be written and uploaded as one document in a comparison and contrast format with a critical analysis at the end.

### **Week 14: 4/26-5/2**

**Discussion:** Comments on results of research, readings, and progress toward completion of your final paper. Also, please offer any suggestions on improving the class procedures. These digital media courses change drastically with the topic, and although they may seem similar there are some major differences I add each course to try and improve the flow. I get many of my ideas from the comments of students.

**Writing:** Work on Final Paper -- **Final Paper and Abstract due Wednesday – 5/12 by 11:59 p.m.**

(No graded assignments this week.)

### **Week 15: 5/3-9**

**Discussion:** Comments on results of research, readings, and progress toward completion of your final paper. Also, please offer any suggestions on improving the class procedures. These digital media courses change drastically with the topic, and although they may seem similar there are some major differences I add each course to try and improve the flow. I get many of my ideas from the comments of students.

**Writing:** Work on Final Paper -- **Final Paper and Abstract due Wednesday – 5/12 by 11:59 p.m.**

(No graded assignments this week.)

### **Week 16: 5/10-14**

**Discussion:** Comments on course, results of research, and progress on final paper.

**Final Week of Class – Final Paper and Abstract due Wednesday – 5/12 by 11:59 p.m.**