

University of North Texas at Dallas
Fall 2017
SYLLABUS

COMM 3312.001: New Media Literacies 3 HRS

Department of	Languages and Communication	School of	Liberal Arts and Sciences
Instructor Name:	Sara J. Holmes		
Office Location:	DAL 1 301B		
Office Phone:	972.338.1820		
Email Address:	Sara.Holmes@untdallas.edu		
Office Hours:	MTWTh 9:00 – 10:00 am; M 1:00 – 4:00 pm; W 2:00 – 4:00 pm; TTh 1:00 – 2:30 pm; and by appointment		
Course Format/Structure:	100% Face to Face only.		
Classroom Location:	DAL 1 308		
Class Meeting Days & Times:	MW 10:00 – 11:20 am		
Course Catalog Description:	Study and application of social media communication and strategy, including social media platforms and user devices, message distribution, and personal and professional online, social environments.		
Prerequisites:	COMM 2312		
Co-requisites:	None.		
Required Text:	<ul style="list-style-type: none"> • Potter, W. J. (2016). <i>Media Literacy</i>, 8th ed. Thousand Oaks, CA: Sage. (ISBN: 978-1-4833-7932-6) • Readings posted on Blackboard • American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>, (6th ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-1-4338-0562-2) • Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer 		
Recommended Text and References:	<ul style="list-style-type: none"> • OWL Purdue Online Writing Lab at http://owl.english.purdue.edu/owl/resource/560/1/ • Additional handouts/materials may be supplied in class or posted to Blackboard. 		
Access to Learning Resources:	<p>UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu</p> <p>UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>		
Course Goals or Overview: The goals of this course are as follows -			
1	To map the ways the changing media landscape has impacted the way we engage with each other.		
2	To identify how participatory cultures work to support the growth and contributions of their members.		
3	To outline some of the ethical challenges we face in our roles as media producers and members of online communities.		
4	To describe our current understanding of the connections between participatory culture and civic engagement, including the relationship between the digital divide and the participation gap.		
5	To comprehend the framework of basic social skills and cultural skills associated with the new media literacies.		

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Gain an understanding of the <i>First Amendment</i> and implications of free speech for production, distribution, and reception of media texts.
2	Develop an appreciation for the relationship of <i>truth, accuracy and fairness</i> to ethical standards through discussion of media examples.
3	Exercise <i>creative and analytical thinking</i> in comparing and contrasting different theories and models of media in society.
4	Build awareness of the <i>history and role of the media</i> by understanding media theories that relate to media representation, social learning, social responsibility, political economy, media effects, and persuasion.
5	Gain an understanding and appreciation of the <i>diversity of audiences</i> and the meanings they assign to media texts.
6	Apply appropriate <i>theories in oral and written presentation</i> of original media research.
7	Write a paper demonstrating research and critical evaluation skills through analysis of mass media and their social influences.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Dates	Course Content	Assignments/Readings Due
Week 1		
Monday, 8/21	Course introduction Set ground rules and guidelines Why study Social Media? Introductory Exercise	
Wednesday, 8/23	Media Literacy Introduction Introductory Exercise	
Week 2		
Monday, 8/28	Why Increase Media Literacy?	Potter, Chapter 1
Wednesday, 8/30	Media Literacy Approach Syllabus Quiz	Potter, Chapter 2 DUE: Syllabus contract
Week 3		
Monday, 9/4	<i>Labor Day – No Class</i>	
Wednesday, 9/6	Getting to Know the First Amendment	McCall reading on Blackboard
Week 4		
Monday, 9/11	Audience: Individual Perspective	Potter, Chapter 3
Wednesday, 9/13	Audience: Industry Perspective	Potter, Chapter 4
Week 5		
Monday, 9/18	Children as a Special Audience	Potter, Chapter 5
Wednesday, 9/20	Development of the Mass Media Industries	Potter, Chapter 6
Week 6		
Monday, 9/25	Economic Perspective Media Ownership	Potter, Chapter 7 Potter, Issue 1
Wednesday, 9/27	Media and Money	Grossberg et al. reading on Blackboard
Week 7		
Monday, 10/2	Ideology	Grossberg et al. reading on Blackboard
Wednesday, 10/4	Semiotics	Grossberg et al. reading on Blackboard

Week 8

Monday, 10/9	Group Film Critique Presentation	
Wednesday, 10/11	Group Film Critique Presentation	

Week 9

Monday, 10/16	Media Content and Reality	Potter, Chapter 8
Wednesday, 10/18	Media Violence	Potter, Issue 4

Week 10

Monday, 10/23	Techniques of Interpretation	Grossberg et al. reading on Blackboard
Wednesday, 10/25	Techniques of Interpretation	Grossberg et al. reading on Blackboard

Week 11

Monday, 10/30	Media Ethics	Patterson & Wilkes reading on Blackboard
Wednesday, 11/1	Media Piracy	Potter, Issue 2

Week 12 – Media Literacy Ad Redesign due in class Wednesday, 11/8

Monday, 11/6	News	Potter, Chapter 9
Wednesday, 11/8	Advertising	Potter, Chapter 11 & Issue 5

Week 13

Monday, 11/13	Entertainment	Potter, Chapter 10
Wednesday, 11/15	Sports	Potter, Issue 3

Week 14

Monday, 11/20	Interactive Media	Potter, Chapter 12
Wednesday, 11/22	Privacy	Potter, Issue 6

Week 15

Monday, 11/27	Broadening Our Perspective on Media Effects	Potter, Chapter 13
Wednesday, 11/29	How Does the Media Effects Process Work?	Potter, Chapter 14

Week 16 – Final Papers due in Blackboard Sunday, 12/3, 11:59 pm

Monday, 12/4	Media Project Presentations	
Wednesday, 12/6	Media Project Presentations	

Finals Week – Self-Analysis due on the class blog Sunday, 12/10, 11:59 pm

Wednesday, 12/13	Oral Presentations of Self-Analysis	11:00 am – 1:00 pm
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Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. **Participation and In-Class Exercises (200 points):** Small assignments consisting of in-class exercises, small group exercises, and discussion groups make up your participation grade in this class. We will have a variety of these, as part of an active class. Missing more than a few class meetings is dangerous to your grade. Participation credit is awarded daily and CANNOT be made up, even with an excused absence. You must be in class on the day we complete exercises. Failure to appear in class will result in a participation grade of 0 for the day.
2. **Syllabus Quiz (25 points):** There will be a syllabus quiz the second week of class.
3. **Media Literacy Ad Redesign (125 points):** Using critical analysis skills we have worked on in class, you will take an advertisement (television or print) of a well-known brand and redesign the advertisement using advertising techniques covered in the course readings and from personal research. You will then present the ad in class and justify your choice of campaign design.
4. **Class Discussion Facilitations (200 points):** Working in a small group, you will lead discussion during two separate class meetings. On the dates you and your partners select, you must be prepared to organize the class discussion, providing relevant handouts or sharing visuals that highlight the concepts you are covering for the selected class period. You must select up to 2 research reports related to your topic for your peers to read a week in advance of your facilitation. Each facilitation must be a minimum of 45 minutes in length. (You may have up to the full class time for facilitation.) Date selection for these assignments will be done during the first two weeks of class.
5. **Group Film Critique Presentation (100 points):** Prior to the mid-semester point, you will choose four individuals with whom you will work in a group setting to apply one of the techniques of interpretation to some aspect of a film of your choosing. You and your partners will deliver a brief presentation in class about the technique you applied and what you learned from the project.
6. **Media Analysis Project (250 points):** For this project you will apply one of the “techniques of interpretation” from the readings listed on Blackboard. These include narrative analysis, genre analysis, semiotic analysis, content and visual analysis. More information about these techniques and appropriate projects will be given out later in the semester. You will prepare a 10-12 page paper about the project. The project and paper are due at the end of the semester. You may choose to work in groups of 2 or 3 or work individually. Each student will turn in their own paper.
7. **Media Project Presentation (50 points):** In addition to the written paper, you will prepare a 7-10 minute class presentation to share your project with the class at the close of the semester. This presentation should include the use of visual aids to assist your colleagues in understanding the nature of your project. Your presentation should be thought-provoking and organized prior to the date of your presentation. Do not come to class unprepared. Lack of preparation for presentation will result in a lowered grade or possibly no credit at all. The presentation order will be selected in class.
8. **Self-Analysis (50 points):** The final paper for the course will reflect on what you have learned from the course materials and experience of working with the content from this course. You will share briefly in a two-minute impromptu discussion at the final class meeting about your reflections. Failure to appear at the last class meeting will result in a 0 for this assignment.

Extra Credit Opportunities

Extra credit is given at the discretion of the instructor.

PLEASE NOTE: Receiving extra credit means you do **EXTRA** work. If you fail to complete any assignment in the course, **YOU WILL LOSE ALL EXTRA CREDIT.** Evaluation is based upon the quality of work submitted. Simply submitting a completed assignment does not guarantee you will receive extra credit. You should apply the same effort on written extra credit work as you would on regular graded assignments.

Grading Matrix:

Each of the following assignments will be detailed thoroughly on Blackboard. Be sure to access Blackboard frequently for assignment guidelines and other important class documents.

Participation and In-Class Exercises	175 points
Syllabus Quiz	25 points
Exams	150 points
Class Discussion Facilitations (100 points each)	200 points
Group Film Critique Presentation	100 points
Media Analysis Project	250 points
Media Project Presentation	50 points
Self-Analysis	<u>50 points</u>
Total	1000 points

Your final grade is based on a total out of 1000 points.

900-1000 = A 800-899 = B 700-799 = C 600-699 = D 599 ↓ = F

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

Course Eval Policy: Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: Students are expected to read assigned material before class and participate actively in class. This includes actively engaging in class discussion and group exercises as well as taking notes on lecture material. It is your responsibility to know what is done in class and any changes in the syllabus even if you are absent. Additionally, please be prepared to present on your assigned presentation date. Please note that because time is limited for makeup assignments, if you miss class the day you are expected to deliver a presentation, you may not be able to make up the presentation. Make-ups will be considered only for major emergencies or serious illnesses when properly documented. If you should arrive late, please do not enter the classroom while a student is speaking. You could disrupt their train of thought and you certainly would distract the audience. Wait outside until that student has finished, and then enter. Better yet, come on time!

Exam Policy: Quizzes and exams should be taken as scheduled. No makeup quizzes/examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at

http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts

of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy."

Attendance and Participation Policy: Attendance in class is required. Failure to be present in class will result in a loss of participation points for the day. If you are not present, you cannot participate. Coming late to class or leaving early may be considered a whole or partial absence. If you have more than the acceptable number of absences due to serious illness or similar causes, discuss the possibility of makeup work with me as early as possible. Attendance will be tracked daily. If you are late to class, it is your responsibility to ensure you are counted present for the day (sign in/respond when roll is called). Otherwise, you will be counted absent.

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

Class Policies and Expectations

Active Learning

You are expected to take an active role in learning. If you are having trouble, come and see me – I will be glad to help. If there are things you do not understand, raise questions in class, as others may benefit from your inquiry. If you are hesitant to speak up in class, stop by after class or send me an email. I am here to assist in your learning, so do not hesitate if you need clarification or assistance.

Missing Class

To help you get information about any class that you miss, you can use the 'buddy system.' Choose two classmates as your buddies. Exchange contact information so that if you are absent, you can contact one or both of your buddies for notes, assignments, and announcements.

Buddy Name: _____

Buddy Name: _____

Email: _____

Email: _____

Phone: _____

Phone: _____

Social Media Account Creation

In this course, students may be required to open accounts on various social media sites. Students may use their real name or develop an anonymous online persona on these accounts. Some assignments require posting to these accounts.

Social Media Policy

Although I do maintain a broad social media presence, including multiple blogs, Facebook, Twitter, LinkedIn, Tumblr, Pinterest, Snapchat, Instagram, etc., if you use one of these platforms to contact me, I may not notice, and I most likely will not respond. Please note: I do not send or accept friend requests of current students through social media. If there is something you would like to share with me, either share it through the class discussion boards on Blackboard or in class during our next meeting.

Plagiarism

Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.

Inclusive Language and Intercultural Diversity

Please use non-sexist language and appropriate cultural terms when speaking and writing. Since the language we use shapes the way in which we see the world, the words we use matter. For example, use “he or she” instead of “he” when referring to a hypothetical person. Similarly, use “everybody” instead of “you guys,” “people” instead of “man” or “mankind.” Use, “Asian” instead of “Oriental,” etc. Encouraging different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities fosters understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Citizenship

Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and for the class as a whole.

Mobile Technology Policy

Although we are a class committed to evaluating social media, please make sure your use of mobile technology is relevant to class. If you find yourself tempted to use your technology for completing homework for other classes, surfing the Internet, or “playing” on social media, please **TURN IT OFF AND PUT IT AWAY**. It is disrespectful and distracts from community-building to use digital devices in class for any purpose other than class learning. If your digital device sounds off (rings, chirps, vibrates) in class, or if you are caught (by me or one of your peers) text messaging, surfing the internet, or listening to music through earphones, you will be asked to leave the class and will lose participation points for the day.

Presentation Policies

No profanity or content of a graphic nature. No children, animals, weapons, fire, grease (cooking) or dangerous objects. Any props you choose to use **MUST** be pre-approved by the instructor. Any prop used that has not been pre-approved will automatically reduce your grade for the presentation. All presentation topics must also be approved. Please be considerate and sensitive when choosing presentation topics. Please also be sensitive to the topic choices of others. It is important that this be a **SAFE** environment for everyone. Dress appropriately and professionally for each of your presentations. Do not interrupt your peers’ presentations. If you interrupt a peer for any reason (phone sounding off, leaving/entering the room, talking), you will receive a zero on your presentation grade.

Grade Disputes

Grades will be discussed only during the instructor’s office hours. Please do not ask grade questions during class time. If you have an issue with your grade, please wait 24 hours, but no later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

Drop/Withdrawal Policy

Withdrawing from a course is a formal procedure which **YOU** must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor in The Learning Center (M-216). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1" Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Blackboard **before** 11:59 pm the day they are due.
- Be sure to proof read your written work before submitting in order to correct any grammatical errors or spelling mistakes. **Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.**

*****If these requirements are not met, points will be deducted from your paper grade.*****

Additional Resources for Students

I am happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality. Below is a list of additional support services for students:

Disability Services Founders Hall, 204 972.338.1777	Financial Aid & Scholarships Administration Bldg. 972.780.3662	Career Services Founders Hall, 205 972.338.1782
Library & Resources Founder's Hall, 117 972.338.1616	Academic Advising Administration Bldg., 1st Floor 972.338.1645	Counseling & Wellness Founders Hall, 200 972.338.1779
Leadership & Multicultural Center Administration Bldg. 972.780.3662	Learning Commons DAL 1, 3 rd Floor http://www.untDallas.edu/aas/tutoring	Campus Police Founder's Hall, 131 972.780.3009

Key Dates

Please take note of the following key dates for the fall 16-week session:

08/20/17 Last Day for 100% Tuition Refund

08/21/17 First Day of Class

08/24/17 Last Day to Add Classes

08/25/17 Last Day for 80% Tuition Refund

09/01/17 Last Day for 70% Tuition Refund

09/04/17 Labor Day – No Classes

09/06/17 Census Day

09/06/17 Last day to drop a class without a “W”

09/11/17 Last Day for 50% Tuition Refund

09/18/17 Last Day for 25% Tuition Refund

11/03/17 Last day to drop a class with a “W”

11/23-11/26/17 Thanksgiving Break – No Classes

12/11-12/16/17 Final Exams

Reminders

- Grades cannot be based on effort. Teachers cannot measure time or energy expended; only outcomes can be gauged. If you work hard at something and do not achieve the desired outcomes, a teacher cannot give you the grade you want or the higher grade because of your effort.
 - Grades cannot be assigned because a student needs/wants a particular grade. If you desire the A, you will need to fulfill the conditions needed to earn an A.
 - Grades are based on announced standards. Therefore, consideration of grade fairness must center on the application of those standards to student work, instead of comparisons to other student's work.
 - Generally, teachers are more experienced at assessing student work than the students themselves.
 - Teachers, on average, are objective and are not out to "nail" their students. Most teachers want to give their students the highest grade possible and the benefit of the doubt.
 - Students are entitled to emotional reactions to assessment of their work; however these expressions should occur in private, NOT public.
 - Any discussion of grades should be impartial, unemotional, and characterized by mutual respect, courtesy, and professionalism.
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COMM 3312

I have read and understand the course expectations, division, and college policies and procedures, and the assignments and grades required for successful completion of this course outlined in this syllabus.

NAME

DATE