 Course Description: This course entails a close study and consideration of the relationship between media, culture, and the individual, focused on media's role in socialization, group belonging, and identity formation and expression.

This course looks at the influence of media in everyday life and explores how culture is formed, reinforced, and resisted through media. We will study theoretical approaches to culture, including hegemony, ideology, and audience studies to understand the media conglomerates that increasingly tell the stories that shape and perpetuate our culture. We will think broadly about our own experiences as audience members and consumers of media and culture, including perspectives on race, ethnicity, class, and gender. As a student in this course, you are expected to take on the role of cultural critic, looking closely and thoughtfully at your encounters with mediated culture and material culture.

Course Objectives
After completing this course, students should be able to:

● apply theory to understand and interpret their encounters and experiences with mediated communication.
● demonstrate logical and critical thinking through analysis of course texts.
● analyze media as a cultural product, with focus on the social and cultural implications of media.
● demonstrate knowledge of the field by integrating theoretical and critical traditions into their own analyses.

Program Learning Outcomes
● Students majoring in Communication Studies should display comprehension of major communication theories.
● Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
● Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.
● Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
● Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication which includes forces that enable and constrain communication such as technology, ethics, and organizational life.
● Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

Course Materials: There is no textbook for this course. Readings and materials will be distributed via D2L or will be available elsewhere online.
Course Requirements, Policies, and Procedures:

Participation
Course participation is important for the success of the class. Sharing your experience and perspective with the rest of the class improves the quality of class discussion and makes the class more meaningful and enjoyable for everyone.
You are expected to complete all class activities and assigned reading.
Participation will include your thoughtful and effective responses to your classmates’ discussion board posts as well as participation in at least one of the course chats.
Late work will only be accepted at the instructor’s discretion.

Academic Integrity: Students in this class are expected to read and abide by the university policy on academic integrity. If a student is found in violation of this policy, he/she will be subject to receiving a failing grade for this course, and the violation will be reported to the proper university authorities.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Course requirements and evaluation
You can earn up to a total of 500 points in this course based on the following assignments.

- Discussion board posts (10 posts x 20 points each) = 200 points
- Quizzes (10 quizzes x 10 points each) = 100 points
- Research paper draft = 50 points
Course modules

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Grading discussion board posts

The following rubric will be used to grade discussion board posts.

18-20: Exceptional. The post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.

14-17: Satisfactory. The post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.

11-13: Underdeveloped. The post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.

1-10: Limited. The post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.

0: No Credit. The post is missing or consists of one or two disconnected sentences.

Grading research papers

The following rubric will be used to grade first and final research paper drafts. For the final research paper, the degree to which comments and corrections are addressed will also be considered toward the grade. The final two modules of the course will give specific and detailed instructions for researching, writing, and developing your paper.

A Papers include the following:
Introduction develops a significant and compelling position. Support uses appropriate patterns of development. Each aspect of argument relates to thesis, providing coherence and continuity. Potential objections to argument (refutation) are raised and answered by writer. Resource material is acknowledged and integrated logically. Conclusion is compelling / encourages action / makes suggestions or prediction. Sentences are well formed and vary in length and type. Paper exhibits superior grammar, punctuation and spelling.

**B Papers include the following:**
Introduction develops a clearly stated position. Patterns of development used for support and the style are not necessarily appropriate. Each aspect of argument is present, but the writer may not have shown connection to thesis. Refutation lacks sincerity and may not answer objections to the argument. Resource material is acknowledged but may not be logically integrated into text. Conclusion may lack compelling elements of an A paper. Sentences vary in length and type. Paper exhibits adequate control of grammar, punctuation and spelling.

**C Papers include the following:**
Introduction is evident, but position may not be clearly stated. Support for argument is logical, but pattern of development is simplistic. Some aspects of argument do not relate to thesis. Refutation is evident, but incomplete. Material from outside sources is evident, but not necessarily acknowledged. Conclusion ends abruptly or simply restates position. Sentences do not vary in length and type. Paper exhibits some control of grammar, punctuation and spelling.

**D / F Papers include the following:**
Introduction is vague or fails to establish a position that responds to the topic. Body is too brief to develop a convincing argument. Essay lacks focus and tends to wander. Refutation of opposing views is absent. Outside sources are not acknowledged and/or used. Conclusion is missing or incomplete. Sentences may not be complete and show no understanding of variety. Paper exhibits little control of grammar, punctuation and spelling.