

## COMM 1003 FILM LECTURE

### *Instructor*

**Frank Scheide**

Office: KH 523 Office Hours: M-F 1-2:00

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Email: [fscheide@uark.edu](mailto:fscheide@uark.edu)

You should be able to contact me at the office on most days. Email works best, but you are also welcome to call my office phone. I usually return messages within 24 hours on week days. Messages left after 3:00 PM on Fridays may not get a response until the following Monday.

All assignments will be graded as soon as possible. The goal is to get back your results within 48 hours. Late assignments will not be accepted.

### *Course Description, Objectives, and Outcomes*

COMM 1003 Film Lecture is a 3-credit introductory course which satisfies the Fulbright College fine arts requirement and is a required class for communication majors. This course examines the motion picture as an art form and as a medium of communication. COMM 1003 Film Lecture is designed to:

- Explore how film is used as an art form and a medium of communication
- Consider the responsibility of the filmmaker and viewer as communicators
- Recognize the nature and scope of film study
- Identify the basic tenets of film language
- Examine motion pictures classics within a historical context
- Enable viewers to gain greater appreciation and understanding from moving image experiences

There is no prerequisite for this class.

### *Required Materials, Viewings, and Assignments*

Students do not need to purchase a text for this class, but they are required to pay to see one film at a local theater at their own expense. This web-based course requires reading the assignments, viewing the lectures and films, and submitting assignments online. You will need Silverlight and flash player plugins to view films on your computer.

There are 11 essays that students are required to read for this course, all of which can be accessed on Blackboard. With the exception of the one outside screening for the online discussion near the end of the semester, all films, lectures, and readings required for this course are available on Blackboard.

### *Course Requirements*

Along with the Blackboard essays, students will be tested on information presented in lectures and films. You will also be required to complete each of the 15 five point exercises by 11:59 PM on the date assigned. Failure to do the readings, view lectures and films or satisfactorily complete the exercises may result in an unsatisfactory overall grade. It is not recommended that a student take this course unless he or she is able to complete the assignments by the due dates. No late assignments will be accepted.

### *Class Screenings*

Students will be tested on a number of films and film clips. Each motion picture has been chosen as an example for assisting students to better appreciate some important aspect of cinematic communication. Because these motion pictures will be considered from a critical context, students may be asked to view these films in a manner that is different from the way they generally watch movies. Students are requested to pay particular attention to the first and last shot of a film as well as consider questions that the instructor will ask them to address during the course of the viewing. Film students should also watch the closing credits for information that may add to a better understanding of that motion picture. Failure to do the above may result in missing pertinent information that might be addressed in an exam.

### **Student Evaluation**

You will be responsible for 3 exams, 15 class exercises, and 20 class discussions. The distribution for determining your final course grade is as follows:

Assignment List		
First Exam	(80 minute limit open book, essay and short answer identification)	35 points
Second Exam	(80 minute limit open book, essay and short answer identification)	35 points
Final Exam	(80 minute limit open book, essay and short answer identification)	35 points
15 Exercises	These 15 assignments consist of a blog entry where you introduce yourself to the class, a proposal for a hypothetical film that you have written which includes one page from your script, and 13 two page (approx. 900 word) film critiques.	75 points (5 points each)
Class Discussion	Students will receive one point for each daily online class discussion/participation activity in which they take part.	20 points
		<b>Total: 200 Points</b>

### **Testing Policy**

There are three exams that can be accessed online for a 36 hour period on the designated dates. Each exam can only be accessed once and the student will have 90 minutes to complete it. The format will be open book essay and short answer identification. These exams are meant to assess individual work and collaboration is not allowed. If collaboration occurs it will be recognized as a form of academic dishonesty and the University of Arkansas Academic integrity policy will be enforced.

### **Grade Distribution**

Scores will be posted on Blackboard and it is the student's responsibility to keep track of his or her progress in this course. Grade distribution is determined by the overall performance of the entire class. Until a curve is established based upon the overall class performance, the assumed final grade distribution for COMM 1003 Film Lecture is:

Grade Distribution		
90 to 100%	A	180 - 200 points
80 to 89%	B	160 -179 points
70 to 79%	C	140 -159 points
60 to 69%	D	120 -139 points
59% and Below	F	119 - 0 points

Once the final distribution is determined some students will find that they have missed a higher letter grade by a few points. While understandably frustrating, this is not justification for a change of grade. Since the distribution reflects the performance of the overall class it would be unfair for the instructor to adjust one student's grade because it is borderline without also taking into account the grades of all the other students in the course. No points can be earned for this class after the final has been taken.

### **Academic Integrity Policy**

Read the following and email the instructor that you are aware of the university's policy regarding academic integrity. This email is due by the end of the first week of the semester. Grades will not be put online until after this confirmation is submitted to the instructor.

### ***University of Arkansas Academic Honesty Syllabus Statement***

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

### ***Policy Concerning Attendance/Class Participation, Excused Absences, and Incomplete Grades***

This course follows the guidelines for determining attendance/class participation and excused absences identified by the University of Arkansas Faculty Senate on May 26, 1999:

Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible.

Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students’ Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Arrangements will be made to allow students to make up exams relative to excused absences.

This course follows the guidelines for allowing an incomplete grade as identified by the Office of the Associate Dean for Academic Affairs on December 10, 2007:

**A mark of "I" may be assigned when a legitimate good cause has prevented the student from completing all course requirements, and the work completed is of passing quality. It is the discretion of the instructor that determines what qualifies as a legitimate good cause. It is recommended that the instructor, prior to the assignment of an "I" mark, document the legitimate good cause and conditions for completing course requirements. An "I" so assigned may be changed to a grade provided all course requirements have been completed within 12 weeks from the beginning of the next semester (excluding summer semesters) of the student's enrollment after receiving the "I." If the instructor does not report the grade within the 12-week period, the "I" shall be changed to an "F." When a mark of "I" is changed to a final grade, the grade points and academic standing are appropriately adjusted on the student's official academic records (2007-08 UA Catalog of Studies, p. 37).**

### ***Inclement Weather Policy***

In the event that the campus is closed for inclement weather you will still be responsible for your course work. If a known weather event is approaching, you should plan to turn in your work early in case you experience a power outage.

### ***Accessibility Concerns and Accommodations***

We strive to be in accord with the 504/Americans with Disabilities Act. If you need assistance or accommodations, please contact the Center for Educational Access and we will work together to enable you to succeed in this class.

Contact them via the Web at: <http://cea.uark.edu> Email: [ada@uark.edu](mailto:ada@uark.edu) Phone (voice): (479) 575-3104 Phone (TDD): (479) 575-3646

### ***Computer Access/Technical Difficulties Policy***

This course is an online class and you are expected to ensure that you can access all course material on a regular basis either from the university or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins, upload files.

If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time.

If there is a problem with the Blackboard system, notify your instructor and Blackboard support (479) 575-6804 or email [bbehlp@uark.edu](mailto:bbehlp@uark.edu)

If you need general computer help, IT Services has a Web site where you can search for and request help: <http://askit.uark.edu> or call their Help Desk at (479) 575-2905.

If you have questions specific to Blackboard, you can search for and request help at: <http://bbsupport.uark.edu/help> or call (479) 575-6804 (business hours and some evenings – consult <http://bbsupport.uark.edu> for evening hours.

### ***Counseling and Psychological Services***

CAPS offers confidential counseling services by licensed psychologists, counselors, and social workers.

More information at <http://health.uark.edu/CAPS> or call (479) 575-CAPS.

### ***Netiquette***

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect each other. Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette see The Core Rules for Netiquette (<http://www.albion.com/netiquette/corerules.html>) by Virginia Shea.

### • **↕ Available Help / Student Support**

For assistance with course content, contact your instructor.

For technical assistance with Blackboard, contact the Blackboard Support at (479-575-6804) or [bbehlp@uark.edu](mailto:bbehlp@uark.edu).

#### **Phone hours are:**

Monday through Thursday from 7 am to 10 pm

Friday from 7 a.m. to 5 pm

Saturday from 11 a.m. to 4 pm

Sunday from 6 to 11 pm

If Blackboard is not responding after hours, call (479-575-2904) to alert staff. Limited technical support and troubleshooting is also available after hours.

All online students are automatically enrolled in a **Blackboard Student Tutorial**, where they can practice learning how to use tools in this learning management system. This resource can be accessed in your list of courses.

[The Enhanced Learning Center](#) (479-575-3546) offers various workshops in test taking, time and stress management, as well as study skills and tutoring for some courses.

[The Quality Writing Center](#) (479-575-6747) offers assistance in essay and report writing as well as grammar and sentence structure (options for online students are available).

[C.A.P.S. \(Counseling and Psychological Services\)](#) (479-575-5276) is available for students. Services are provided by licensed psychologists, counselors, and social workers.

The [Center for Educational Access](#) (479-575-3104) assists students with disabilities and will determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

### Course Schedule

Date	Essays	Assignments	Points	Due Date (all times are 11:59pm of day listed)
Week 1: Jan 13 - 19	#1	***Cheating Policy Statement	1	Thursday, Jan 16
		Assignment #1 (Introduction Blog)	5	Thursday, Jan 16
		Assignment #2 (Analysis of <i>Chaplin</i> )	5	Friday, Jan 17
		Discuss Assignment #2 (Analysis of <i>Chaplin</i> )	1	Sunday, Jan 19
Week 2: Jan 20 - 26	#2	Assignment #3 (Analysis of Film Production)	5	Friday, Jan 24
		Discuss Assignment #3 (Analysis of Film Production)	1	Sunday, Jan 26
Week 3: Jan 27 - Feb 2	#3	Assignment #4 (Analysis and comparison of <i>Cops</i> )	5	Friday, Jan 31
		Discuss Assignment #4 (Analysis and comparison of <i>Cops</i> )	1	Sunday, Feb 2
Week 4: Feb 3 - 9	#4	Assignment #5 (Analysis of a Chaplin film [not covered in class])	5	Friday, Feb 7
		Discuss Assignment #5 (Analysis of Chaplin film [not covered in class])	1	Sunday, Feb 9
Week 5: Feb 10 - 16	EXAM #1 (Covering Essays 1-4) Exam will open Saturday, Feb 15 at noon		35	Sunday, Feb 16
Week 6: Feb 17 - 23	#5	Assignment #6 (Analysis of <i>The Cabinet of Dr. Caligari</i> )	5	Friday, Feb 21
		Discuss Assignment #6 (Analysis of <i>The Cabinet of Dr. Caligari</i> )	1	Sunday, Feb 23
Week 7: Feb 24 - Mar 2	#6	Assignment #7 (Camera Work Analysis of <i>The General</i> )	5	Friday, Feb 28
		Discuss Assignment #7 (Camera Work Analysis of <i>The General</i> )	1	Sunday, Mar 2

Week 8: <b>Mar 3 - 9</b>	#7	<b>Assignment #8</b> (Editing Analysis of <i>The General</i> )	5	Friday, Mar 7
		<b>Discuss Assignment #8</b> (Editing Analysis of <i>The General</i> )	1	Sunday, Mar 9
		Assignments	Points	<b>Due Date</b> (all times are <b>11:59pm</b> of day listed)
		***Cheating Policy Statement	1	<b>Thursday, Jan 16</b>
		Assignment #1 (Introduction Blog)	5	<b>Thursday, Jan 16</b>
		Assignment #2 (Analysis of Chaplin)	5	<b>Friday, Jan 17</b>
		Discuss Assignment #2 (Analysis of Chaplin)	1	<b>Sunday, Jan 19</b>
		Assignment #3 (Analysis of Film Production)	5	<b>Friday, Jan 24</b>
		Discuss Assignment #3 (Analysis of Film Production)	1	<b>Sunday, Jan 26</b>
		Assignment #4 (Analysis and comparison of Cops)	5	<b>Friday, Jan 31</b>
		Discuss Assignment #4 (Analysis and comparison of Cops)	1	<b>Sunday, Feb 2</b>
		Assignment #5 (Analysis of a Chaplin film [not covered in class])	5	<b>Friday, Feb 7</b>
		Discuss Assignment #5 (Analysis of Chaplin film [not covered in class])	1	<b>Sunday, Feb 9</b>
Week 5: <b>Feb 10 - 16</b>	<b>EXAM #1 (Covering Essays 1-4)</b> Exam will open Saturday, Feb 15 at noon		<b>35</b>	<b>Sunday, Feb 16</b>
Week 6: <b>Feb 17 - 23</b>	#5	<b>Assignment #6</b> (Analysis of <i>The Cabinet of Dr. Caligari</i> )	5	Friday, Feb 21
		<b>Discuss Assignment #6</b> (Analysis of <i>The Cabinet of Dr. Caligari</i> )	1	Sunday, Feb 23
Week 7: <b>Feb 24 - Mar 2</b>	#6	<b>Assignment #7</b> (Camera Work Analysis of <i>The General</i> )	5	Friday, Feb 28
		<b>Discuss Assignment #7</b> (Camera Work Analysis of <i>The General</i> )	1	Sunday, Mar 2
Week 8: <b>Mar 3 - 9</b>	#7	<b>Assignment #8</b> (Editing Analysis of <i>The General</i> )	5	Friday, Mar 7

		<b>Discuss Assignment #8</b> (Editing Analysis of <i>The General</i> )	1	Sunday, Mar 9
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Weeks 9: <b>Mar 10 - 16</b>	#7 (cont.)	<b>Assignment #9</b> (Analysis of <i>Battleship Potemkin</i> )	5	Friday, Mar 14
		<b>Discuss Assignment #9</b> (Analysis of <i>Battleship Potemkin</i> )	1	Sunday, Mar 16
Week 10: <b>Mar 17 - 23</b>	#8	<b>Assignment #11</b> (Analysis of <i>Psycho</i> )	5	Friday, Mar 21
		<b>Discuss Assignment #11</b> (Analysis of <i>Psycho</i> )	1	Sunday, Mar 23
	<b>EXAM #2 (Covering Essays 1-8)</b> Exam will open Saturday, Mar 22 at noon		35	Sunday, Mar 23
Week 11: <b>Mar 24 - 30</b>	Spring Break			
Week 12: <b>Mar 31 - Apr 6</b>	#9	<b>Assignment #12</b> (Analysis of <i>Triumph of the Will</i> )	5	Friday, Apr 4
		<b>Discuss Assignment #12</b> (Analysis of <i>Triumph of the Will</i> )	1	Sunday, Apr 6
Week 13: <b>Apr 7 - 13</b>	#10	<b>Assignment #13</b> (Analysis of <i>Fahrenheit 911</i> )	5	Friday, Apr 11
		<b>Discuss Assignment #13</b> (Analysis of <i>Fahrenheit 911</i> )	1	Sunday, Apr 13
Week 14: <b>Apr 14 - 20</b>	#10 (cont.)	<b>Assignment #14</b> (Analysis of <i>Crash</i> )	5	Friday, Apr 18
		<b>Discuss Assignment #14</b> (Analysis of <i>Crash</i> )	1	Sunday, Apr 20
Week 15: <b>Apr 21 - 27</b>	#11	<b>Assignment #15</b> (Analysis of <i>Citizen Kane</i> )	5	Friday, Apr 25
		<b>Discuss Assignment #15</b> (Analysis of <i>Citizen Kane</i> )	1	Sunday, Apr 27
Week 16: <b>Apr 28 - May 4</b>		<b>Assignment #16</b> (Analysis of Film Chosen by Class)	5	Wednesday, Apr 30
		<b>Discuss Assignment #16</b> (Analysis of Film Chosen by Class)	1	Thursday, May 1
	May 2 is Dead Day			
<b>EXAM #3 - FINAL (Covering Essays 5-11)</b> Exam will open Saturday, May 3 at noon			35	Sunday, May 4



## COMM 1023-901: COMMUNICATION IN A DIVERSE WORLD

/ Summer 1 2015 / ISIS Course# 5443 / Online /

**Instructor:** Dr. Kasey L. Walker  
**Office:** 520 Kimpel Hall  
**Phone:** 479.575.5963  
**Email:** klwalker@uark.edu

- *When calling, please leave a message if I do not answer and I will call you back when I am back in my office; however, I cannot return your call if you do not clearly leave your name and number.*
- *I generally respond to emails within 24 hours Monday through Friday, but I rarely check email over the weekend. If I will be out of touch (email or phone) for an extended period I will let you know in class, send an email, or post an announcement on Blackboard.*
- *I will only open emails that include a subject line (this should always include "COMM 1023," an indication that you are an online student, and primary purpose of the email) and I will only respond to emails that are signed with your name. I may not know who you are based only on your email address.*
- ***Email is generally the best way to contact me.***

**Online Office Hours:** Thursday 9:00 am—10:00 am  
**F2F Office Hours:** Wednesday 9:00 am—10:30 am  
Additional Office Hours Available by Appointment

**Blackboard:** learn.uark.edu

### REQUIRED TEXTS, MATERIALS, AND READINGS

**Duck, S., & McMahan, D. T. (2015). *Communication in everyday life* (2<sup>nd</sup> ed., Custom Edition). Thousand Oaks, CA: Sage. ISBN: 9781483366067**

You may also purchase an electronic version of this textbook (ISBN: 9781483366029) through VitalSource. The link is provided on Blackboard under *Textbook Information*.

**Readings and other course handouts** will be placed on Blackboard as Adobe Acrobat (.pdf) files within the Weekly Folders. If you do not already have Adobe Reader, it can be freely downloaded from: <http://www.adobe.com/products/acrobat/readermain.html>  
*You should read articles well in advance of their due date in case you experience any problems downloading, opening, or printing them. If you do experience difficulties, please contact Blackboard support.*

**Videos, Supplementary Lectures, and other course materials** will also be placed on Blackboard within the Weekly Folders. You are expected to read and/or watch these and take careful notes.

## COURSE DESCRIPTION

This course answers an important question:

***How can I become a more competent communicator?***

This introductory course to the communication discipline focuses on the skills and understandings associated with competent communication in a diverse society within interpersonal, family, group, organizational, health, and intercultural communication contexts.

## STUDENT LEARNING OBJECTIVES

At the end of this course, students will be able to

- Explain, compare, and apply multiple models of and (meta)theoretical perspectives on communication.
- Describe the history of the communication discipline.
- Explain and apply basic communication concepts to their own communicative interaction. This includes identity and perception, verbal communication, nonverbal communication, and listening.
- Explain and apply communication concepts to diverse contexts, including: interpersonal, family, group, organizational, health, and intercultural communication contexts.
- Explain the relationship between privilege and diversity.
- Deconstruct their own potentially privileged positions.
- Produce concise applications and critiques of communication concepts.
- Implement key communication concepts within their daily interactions.
- Construct a plan for improving their communication competence.

<b>COURSE ASSIGNMENTS</b>	<b>POINTS</b>
Syllabus Quiz	20
Reading Assessments (17)	255
Quizzes (5)	225
Cumulative Final Exam	250
Reactions (10)	250
<b>TOTAL</b>	<b>1000</b>

Grade calculations are made using a point system. For example, if you receive 18 points on the Syllabus Quiz, that is 90% of the available points (20) and translates to an A. The point ranges for determination of final grades are provided in the following table (*NOTE: Whole numbers are never rounded; that is, an 899 remains 899 and is a B. However, all decimals are rounded to the nearest whole number; for example 899.5 will be rounded to 900 and is an A, and 899.4 will be rounded to 899 and is a B.*).

LETTER GRADE	NUMERICAL EQUIVALENT
A	1000 – 900
B	899 – 800
C	799 – 700
D	699 – 600
F	599 – 0

## GENERAL ASSIGNMENT GUIDELINES

### Course Week

The course "week" runs Saturday (12:00 am) through Friday (5:00 pm) with items due on Tuesday (Reading Assessments), Thursday (Reactions), and Friday (Quizzes and Final Exam).

### Weekly Lessons

Everything you need for a given week of the course is located in the *Weekly Lessons* menu item on Blackboard and are released one week in advance of their start, allowing you to work ahead a bit if you'd like. Each lesson has several elements: Read This, Watch This, and Do This, which are the Assignments (Reading Assessments, Reactions, Quizzes, and the Final Exam).

### Due Dates & Times

The days items are due do not change from week to week. So, you know in a regular week you will have Reading Assessments due on Tuesday, two Reactions due on Thursday, and a Quiz due on Friday. Specific due dates for each assignment are also indicated through Blackboard on that assignments and in the course schedule. **All assignments, including Exams, are due by 5:00 pm on the day indicated.**

### ***LATE WORK IS NOT ACCEPTED!!***

You should complete assignments well in advance of their due date so you are not caught unaware by a cold, the stomach bug, a mandated court appearance, funerals, etc. However, I do recognize that there are some circumstances that will severely limit your ability to do your work (e.g., you or someone for whom you provide care are hospitalized). In such an event, please contact me within *24 hours* of the missed assignment. Provided you can supply appropriate documentation, you will be allowed to make up the assignment.

## ASSIGNMENT DESCRIPTIONS

### Syllabus Quiz

*(20 points)*

This will cover the material contained in this syllabus. It will be some combination of multiple choice, true/false, matching, and short answer. You should use your syllabus while answering these questions so you receive all 20 points. This quiz is not timed and is due by 5:00 pm on the first Friday.

### Reading Assessments

*(17 Reading Assessments, 15 points each; 225 points total)*

You will answer five multiple-choice questions for each assigned reading. These quizzes are not timed and are due on Tuesdays by 5:00 pm.

### Quizzes

*(5 Quizzes, 45 points each; 225 points total)*

You will take a 15 question (multiple-choice) quiz at the end of each week. These quizzes cover both “Read This” (weighted much more heavily) and “Watch This” (generally one to two questions) and are due on Fridays by 5:00 pm. These quizzes are timed (20 minutes) and must be completed in one attempt (that is, you may not save and come back to the quiz). The quizzes will automatically submit at the end of 20 minutes, even if you have not answered all of the questions. Also, if you lose connectivity to Blackboard during the quiz, it will automatically submit – even if you have not used all of your time or answered all of the questions.

### Cumulative Final Exam

*(250 point)*

This is a 100 question (multiple-choice) exam. This exam is timed (100 minutes) and must be completed in one attempt (that is, you may not save and come back to the quiz). The exam will automatically submit at the end of 100 minutes, even if you have not answered all of the questions. Also, if you lose connectivity to Blackboard during the quiz, it will automatically submit – even if you have not used all of your time or answered all of the questions.

Some exam questions may be taken directly from the Reading Assessments. Prior to the final exam, I will host two online reviews (utilizing Blackboard Collaborate). These reviews are student-driven; I answer your questions.

### Reactions

*(10 Reactions, 25 points each; 250 points total)*

You will complete 10 short Reactions (e.g., 400 written words). The Reaction prompts are posted to Blackboard and will be due on Thursdays by 5:00 pm. You should carefully read the prompt and review the rubric for each Reaction.

Bonus Points – *(20 points)* You may earn up to 20 additional points to count as Bonus toward your final grade. For example, if you have earned 780 points at the end of the semester you will receive a “C.” However, if you have accrued 20 bonus points, your new grade is 800 and you will receive a “B.” I strongly suggest that you try to earn the full 20 points. You can earn bonus points in two ways. (1) I will make various Bonus Assignments throughout the semester. Bonus Assignments have variable point values and due dates and will be announced when the assignment is made. They will be posted on Blackboard within the Weekly Folders. (2) You may have the opportunity to participate in Communication Department research online; you will receive 5 points for each confirmed instance of participation.

## ADDITIONAL CLASS POLICIES

Academic Integrity – Plagiarism, cheating and other forms of unethical behavior will not be tolerated. Students who violate University standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the University. Dishonesty in any form harms the individual, other students, and the University; therefore, policies concerning academic dishonesty will be strictly enforced.

From the Provost's website:

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)' at [honesty.uark.edu](http://honesty.uark.edu). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Attendance – It may seem strange to talk about *Attendance* in an *online* course but in order to be successful you must regularly participate in this course and make sure you keep up with all assignments. If you wait until the last minute to do everything you are putting yourself at serious risk for a poor grade.

Grades – The Syllabus Quiz, Reading Assessments, Weekly Quizzes, and Exams are immediately graded and posted automatically to Blackboard. It may take up to one week for Reactions to be graded and two weeks for Bonus Assignments.

Email – You should email me with any questions or concerns you might have. However, I only open emails with a subject line and only respond to emails with a salutation and closing. Your subject line should include the course number (COMM 1023) and section (901) – or somehow indicate that you are in the online section and something regarding the subject of your email. You should use a salutation ("Dr. Walker" or "Kasey" are both fine; "Yo!" is not). You should think of your audience when composing your email. Finally, you should provide a closing, which includes your full name.

Study Habits – Although this is 1000-level course, this is not an easy class. The general, and my, expectations for a 3-credit course in the summer is that you spend approximately 21 hours each week working on this course. This should explain why 6 credits in the summer is considered a "full load." Some weeks may be more time-consuming than others.

I want you to do well and I will gladly help you in any way I can. However, I also expect that you will take the course seriously and prepare and study for this course weekly. I strongly recommend that you (1) focus on this class at least every other day, (2) take copious notes on the readings and videos, (3) complete all assignments in a timely manner, (4) complete as many bonus assignments as possible as an additional way to learn the material, (5) make a quiz/exam study guide for each quiz/exam, blending what you have read what you have seen, (6) study at least 3, and preferably 5, hours for each quiz/exam (this amount of time assumes that you have already read the chapters, watch the videos, and prepared your study guide), and (7) contact me as soon as possible with any questions you have regarding the material or studying for exams. I am confident that if you successfully complete these seven items with care and attention, you will have a strong chance at receiving at least a "B" in the course.

Students with Particular Needs – Any student who has a need for accommodation based on the impact of a disability should coordinate with the Center for Educational Access (<http://www.cea.uark.edu>). They will send me your accommodation letter and you should meet with me as soon as possible to coordinate the necessary arrangements. Any student, regardless of their status with the CEA, who wishes to discuss an alternative learning style, disability, or special situation with me should contact me to discuss possible accommodations and other special needs.

Inclement Weather – If the University cancels class our class will **NOT be cancelled**. Assignments will only be extended in the event of a *significant* power outage (e.g., more than one day). Note: If this happens in your area and not Fayetteville, please let me know and I can extend the assignment for you. I will need to be able to verify the outage.

### COURSE BIBLIOGRAPHY

- Hill, S. J., & Winegar, L. T. (2009). Knapsacks, codes, and blinded vision. In K. Weekes (Ed.), *Privilege and prejudice: Twenty years with the invisible knapsack* (pp. 20—38). Newcastle upon Tyne, UK: Cambridge Scholars.
- Kimmel, M. S. (2014). Toward a sociology of the superordinate. In M. S. Kimmel & A. L. Ferber (Eds.), *privilege: a reader* (3rd ed.) (pp. 1—12). Boulder, CO: Westview.
- McIntosh, P. (2009). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In K. Weekes (Ed.), *Privilege and prejudice: Twenty years with the invisible knapsack* (pp. 7—18). Newcastle upon Tyne, UK: Cambridge Scholars. (©1988 by P. McIntosh, Center for Research on Women, Wellesley College, Wellesley, MA 02481-8203)
- Warren, M. R. (2014). Winning hearts and minds. In M. S. Kimmel & A. L. Ferber (Eds.), *privilege: a reader* (3rd ed.) (pp. 258—268). Boulder, CO: Westview.



- Describe how individuals use media messages to construct meanings
- Discuss how the media industries construct audiences and why
- Appraise the potential effects of media deregulation, content change, lack of access and the rise of the internet on individuals and society
- Choose the knowledge structures most useful in understanding the economic nature of the mass media
- Prepare proactive steps to increase the probability of positive media effects in your daily life
- Demonstrate how to become literate with news content
- Practice becoming more literate about advertising
- Develop a personal strategy for continuing to increase your media literacy
- Design a media product to help others increase their media literacy

## Textbook information

Potter, W. James. *Media Literacy*. 7th Edition. Sage Publications, 2014. ISBN: 978-1-4833-0667-4. There is also an online version available; see "Textbook" link in Course Menu.

For several assignments, you will be required to purchase videos online to watch for assignments. The instructions will link you to sources for the purchases, but in no case will the cost to you exceed \$2.99 per assignment.

## How Your Work Will Be Evaluated

### My Media Literacy Journal:

Your Media Literacy Journal is a collection of your weekly written assignments. These nine assignments, along with fuller instructions, are listed the Course Schedule, and in each week's assignments and "To Do" lists. Media Literacy Journal entries **MUST** be submitted via BlackBoard as word processing document attachments. Save or Convert your assignments to DOCX or PDF file format and then upload. Short Writings must be submitted in an acceptable format by the due date. **NO LATE WRITINGS ACCEPTED**. Minimum entries should be 200 words.

Each of the Media Literacy Journal writings is worth 20 points for a possible total of 180 points.

### Share Your Ideas Postings:

In some weeks, you will be asked to reflect on concepts and respond to them with the whole of the class. By Sharing Your Ideas, you will help all of us learn more than we could by ourselves alone. These six Share Your Ideas postings are noted in the Course Schedule, but along with fuller instructions, they are also shown in each week's assignments and "To Do" lists. **NO LATE POSTINGS ACCEPTED**. Minimum entries should be 200 words. Each Share Your Idea posting is worth 10 points for a possible total of 60 points.

### Weekly Quizzes

There will be four quizzes. They will test your knowledge of readings and activities each week. They are available in the course program folders. You may take these assessments on your own schedule, and you may attempt them as many times as you want, but they must be completed by an assigned date. The quizzes will consist of matching, multiple-choice, and/or true-false questions that you will answer and submit through BlackBoard. Each assessment will be timed and you will have a limited number of minutes to complete each twenty question assessment. Each quiz will have a maximum of either ten or twenty points. The number of points you earn will be the score on your highest attempt. After the due date (midnight Sunday), you will be able to see correct answers.

### Media Literacy Skill Assignments:

Because developing your Critical Media Literacy Skills is essential, four assignments will assess each of the skill sets necessary for higher degrees of media literacy. These Assignments will ask you to apply the skill sets we study: analysis, grouping and interpretation, evaluation, and engagement. You will be given a media message(s) and asked to respond using the concepts and the strategies from the course. The first assignment assesses your skills of analysis, the second assesses grouping and interpretation, the third assesses evaluation, and the final capstone assignment concentrates on engagement (producing your own critical



media message). Note that these skills are cumulative and build upon one another, so each subsequent assignment will also require you to practice prior Media Literacy Skills. See the Course Schedule for due dates. **NO LATE ASSIGNMENTS ACCEPTED.**

### Final Examination:

There will be a Final Examination. It will be comprehensive covering the entire course and will count for 200 points toward your grade total. The exam will be a combination of multiple choice, matching, and true/false questions ALL of which will be taken from the quizzes earlier in the term. The exam will be taken online using the Respondus browser tool, and you will have a twenty-four hour window to schedule the exam so it fits your study schedule. The due date for the exams is midnight, Friday, of the final week of class. No exam can be taken early, no exam can be taken after these due dates. Total Available Points for the Examination = 200.

### Late Work Policy

Assignments are to be completed by midnight every Sunday (the final week of the course is a short week and is an exception; occasional assignments are due earlier and announced in Weekly Course Programs. You may also double-check the course schedule and/or calendar). New Assignments for the next week are published every Monday morning. No late work is accepted. The only exception is noted under the "Cutting You Some Slack" policy discussed below.

### Cutting You Some Slack

College is one of the few situations in life where the expectations are clearly laid out and the consequences for meeting or missing those expectations is transparent. The grading system and workload has been designed to be as fair and straightforward as possible, allowing you to choose how to prioritize the class versus other obligations or interests. However, there may be times that things become challenging and you want to ask for some leniency. One time per semester, students may request to be cut some slack, resulting in a more flexible attitude toward grading or other policies. Simply write on an assignment, or send an email, with the phrase "please cut me some slack" -Your instructor will adjust expectations accordingly. Slack cannot be requested after a grade has been given. Slack cannot make up for missed assignments. Slack cannot be used on examinations.

### How your Grade Will be Calculated

Media Literacy Journal Entries	(9 x 20 pts)	180 pts
Share Your Ideas Postings	(6 x 10 pts)	60 pts
Weekly Quizzes	(4)	70 pts
<b>Media Literacy Skill Assignments</b>		
Analysis		100 pts
Grouping & Interpretation		100 pts
Evaluation		100 pts
Engagement		100 pts
Examination		200 pts
Syllabus Quiz		10 Xtra Credit
Course Media Literacy Pre-Quiz		10 Xtra Credit
<b>TOTAL POINTS</b>		<b>910 pts</b>

### Final Grading Scale

A	910 - 810 pts	Borderline grades are assigned the higher grade
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B	809 - 709 pts	only if:  1. You haven't missed any assignments 2. all your assignments have been on time, and 3. you have generally improved over course of the semester
C	708 - 607 pts	
D	606 - 505 pts	
F	Less than 505 pts	

## Etiquette Policy

Remember you are in a college level course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, blog posts, wiki activity, etc.) should:

- use correct misspelling or bad grammar
- avoid the use of emoticons [ :-) :( etc.]
- should not use net abbreviations (LOL, idk, etc.)
- avoid the use of slang (sup!, that's cool!, etc. . )
- When posting comments on other people's work in blogs, wikis, or peer reviews keep your tone positive and encouraging. Use term like "I think" or "I believe" "such and such would be better" instead of "you should" or "you need to" "change such and such."

You will probably also want to review the [Code of Student Life from the Student Handbook](#)

## Course Content Support and Contacting your Instructor

email: [trosteck@uark.edu](mailto:trosteck@uark.edu)

Email is the instructor's preferred mode of communication for the course and is generally checked regularly during the work week – if you email asking for a response and do not receive one within one working day (M-F), assume that your email may not have been received. Office voice mails will typically be answered less promptly. Messages over the weekend might not be answered until Monday morning.

phone: 479.575.6435

### Office Hours:

The instructor will be available via the Collaborate link in Blackboard. The links to join office hours will be found under the *Virtual Office Hours* in the **Course Links** section of the menu on the left.

- or contact via QUESTIONS, ANSWERS, FEEDBACK link
- or via email
- or schedule an APPOINTMENT

## Academic Integrity Policy

Be sure to review the [official academic integrity policy](#).

Also, be sure to view Provost Gaber's video on Academic Integrity.



Watch Video

### Watch: Academic Integrity For Students

**Duration:** (3:43)

**User:** universityarkansas - **Added:** 8/16/12

**YouTube URL:** <http://www.youtube.com/watch?v=LpjVjJWpb8w>

## Inclement Weather or Technical Problems:

In case of inclement weather or technological problems that prevent the University from providing access to course materials you may contact the instructor by phone via the numbers given above in the Instructor section or send the instructor an email inquiry. In

addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.

Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the [UA Blackboard Help web site](#). Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local "fall-back" plan to assist in the event that technical difficulties with your equipment, network connection, or personal computer are experienced during the course.

### Accommodations under the Americans with Disabilities Act:

When possible, and in accordance with 504/ADA guidelines, staff members from the [Center for Educational Access](#) will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

Phone: 479/575-3104

E-mail: [ada@uark.edu](mailto:ada@uark.edu)

### Syllabus 15 Week

Availability: Item is not available.



### COMMUNICATION 1233

## Media, Community and Citizenship

### Course Description & Goals

Navigating the media-saturated world has become more difficult, and in many ways understanding media has never been more important to participating in American society. This course provides students with an understanding of the importance of media in an increasingly networked social, cultural, and political world. This class surveys the numerous ways Americans imagine media outlets and competent media consumption. This course promotes "media literate" citizenship by studying the ways media construct social meaning, the range of uses of media, and the effects of exposure to mediated messages on individuals, groups, organizations, communities, and societies.

### Objectives

At the end of the course, you will be able to

- Express the relationship between media and information, and individuals and society
- Summarize the benefits of becoming more media literate
- Describe how media both reflect and shape reality
- Analyze the entertainment story formula using five formal elements of narrative
- Describe how individuals use media messages to construct meanings
- Discuss how the media industries construct audiences and why
- Appraise the potential effects of media deregulation, content change, lack of access and the rise of the internet on individuals and society
- Choose the knowledge structures most useful in understanding the economic nature of the mass media
- Prepare proactive steps to increase the probability of positive media effects in your daily life
- Demonstrate how to become literate with news content
- Practice becoming more literate about advertising
- Show how to become literate on using interactive media
- Critique stereotyped media representations of gender, race, and class
- Develop a personal strategy for continuing to increase your media literacy
- Design a media product to help others increase their media literacy

### Textbook information

Potter, W. James. *Media Literacy*. 7th Edition. Sage Publications, 2014. ISBN: 978-1-4833-0667-4

Dill, Karen E. *How Fantasy Becomes Reality: Seeing Through Media Influence*. Oxford University Press, 2009. ISBN: 978-0-19-537208-3

For several assignments, you will be required to purchase videos online to watch for assignments. The instructions will link you to sources for the purchases, but in no case will the cost to you exceed \$2.99 per assignment.

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### How Your Work Will Be Evaluated

#### My Media Literacy Journal:

Your Media Literacy Journal is a collection of your weekly written assignments. These ten assignments, along with fuller instructions, are listed the Course Schedule, and in each week's assignments and "To Do" lists. Media Literacy Journal entries MUST be submitted via BlackBoard as word processing document attachments. Convert your assignments to RTF file format and then upload. Short Writings must be submitted in an acceptable format by the due date. NO LATE WRITINGS ACCEPTED. Each of the Media Literacy Journal writings is worth 20 points for a possible total of 200 points.

#### Share Your Ideas Postings:

In some weeks, you will be asked to reflect on concepts and respond to them with the whole of the class. By Sharing Your Ideas, you will help all of us learn more than we could by ourselves alone. These ten Share Your Ideas postings are noted in the Course Schedule, but along with fuller instructions, they are also shown in each week's assignments and "To Do" lists. NO LATE POSTINGS ACCEPTED. Each Share Your Idea posting is worth 10 points for a possible total of 100 points.

#### Weekly Quizzes

There will be eleven quizzes. They will test your knowledge of readings and activities each week. They are available in the course program folders. You may take these assessments on your own schedule, and you may attempt them as many times as you want, but they must be completed by an assigned date. The quizzes will consist of matching, multiple-choice, and/or true-false questions that you will answer and submit through BlackBoard. Each assessment will be timed and you will have a limited number of minutes to complete each ten question assessment. Each quiz will have a maximum of ten points. The number of points you earn will be the score on your highest attempt. We will drop your lowest quiz score for the term. The remaining ten quizzes (100 possible points) will be added to your grade total. After the due date (midnight Sunday), you will be able to see correct answers.

### **Media Literacy Skill Assignments:**

Because developing your Critical Media Literacy Skills is essential, four assignments will assess each of the skill sets necessary for higher degrees of media literacy. These Assignments will ask you to apply the skill sets we study: analysis, grouping and interpretation, evaluation, and engagement. You will be given a media message(s) and asked to respond using the concepts and the strategies from the course. The first assignment assesses your skills of analysis, the second assesses grouping and interpretation, the third assesses evaluation, and the final capstone assignment concentrates on engagement (producing your own critical media message). Note that these skills are cumulative and build upon one another, so each subsequent assignment will also require you to practice prior Media Literacy Skills. See the Course Schedule for due dates. **NO LATE ASSIGNMENTS ACCEPTED.**

### **Examinations:**

There will be two exams. Each exam will count for 100 points toward your grade total. The exams will be a combination of multiple choice, matching, and true/false questions ALL of which will be taken from the quizzes earlier in the term. The exams are not cumulative: the first exam covers Programs 1-8, the second covers Programs 9-14. The exams will be taken online using the Respondus browser tool, and you will have several days to schedule the exam so it fits your study schedule. The due dates for the exams are **<insert>**. No exams can be taken early, no exams can be taken after these due dates. Total Available Points for the Examinations = 200.

### **Late Work Policy**

Assignments are to be completed by midnight every Sunday. New Assignments for the next week are published every Sunday. No late work is accepted. The only exception is noted under the “Cutting You Some Slack” policy discussed below.

#### **Cutting You Some Slack**

College is one of the few situations in life where the expectations are clearly laid out and the consequences for meeting or missing those expectations is transparent. The grading system and workload has been designed to be as fair and straightforward as possible, allowing you to choose how to prioritize the class versus other obligations or interests. However, there may be times that things become challenging and you want to ask for some leniency. One time per semester, students may request to be cut some slack, resulting in a more flexible attitude toward grading or other policies. Simply write on an assignment, or send an email, with the phrase “please cut me some

slack” -Your instructor will adjust expectations accordingly. Slack cannot be requested after a grade has been given. Slack cannot make up for missed assignments. Slack cannot be used on examinations.

### How your Grade Will be Calculated

Media Literacy Journal Entries (10 x 20 pts)	200 pts
Share Your Ideas Postings (10 x 10 pts)	100 pts
Weekly Quizzes (10 x 10 pts)	100 pts
Media Literacy Skill Assignments	
Analysis	100 pts
Grouping & Interpretation	100 pts
Evaluation	100 pts
Engagement	100 pts
Examinations (2 x 100)	200 pts
Syllabus Quiz	10 Xtra Credit
Introduction Blog	20 Xtra Credit
	1000 TOTAL POINTS

### Final Grading Scale

A	1000 - 900 pts	
B	899 - 800 pts	Borderline grades are assigned the higher grade only if:
C	799 - 700 pts	(1) You haven't missed any assignments
D	699 - 600 pts	(2) all your assignments have been on time, and
F	Less than 600 points	(3) you have generally improved over course of the semester

### Etiquette Policy

Remember you are in a college level course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, blog posts, wiki activity, etc.) should:

- use correct misspelling or bad grammar
- avoid the use of emoticons [ :-) :-] etc.]
- should not use net abbreviations (LOL, idk, etc.)
- avoid the use of slang (sup!, that's cool!, etc. . )
- When posting comments on other people's work in blogs, wikis, or peer reviews keep your tone positive and encouraging. Use term like "I think" or "I believe" "such and such would be better" instead of "you should" or "you need to" "change such and such."

You will probably also want to review the [Code of Student Life from the Student Handbook](#)

### Course Content Support and Contacting your Instructor

email: <insert>

Email is the instructor's preferred mode of communication for the course and is generally checked regularly during the work week – if you email asking for a response and do not receive one within one working day (M-F), assume that your email may not have been received. Office voice mails will typically be answered less promptly. Messages over the weekend might not be answered until Monday morning.

If you have any questions about the course content contact your instructor by phone: 479.575.XXXX

#### Office Hours:

The instructor will be available via the Collaborate link in Blackboard. The links to join office hours will be found under the *Virtual Office Hours* in the **Course Links** section of the menu on the left.

- <insert>
- <insert>
- <insert>
- or contact via QUESTIONS, ANSWERS, FEEDBACK link
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#### Academic Integrity Policy

Be sure to review the [official academic integrity policy](#).

Also, be sure to view Provost Gaber's video on Academic Integrity.



#### Watch: Academic Integrity For Students

Duration: (3:43)

User: universityarkansas - Added: 8/16/12

YouTube URL: <http://www.youtube.com/watch?v=LpiVjWpb8w>

#### Blackboard Support

If you have any questions about Blackboard contact Blackboard Support:

479.575.6804

Mon - Thurs: 7 am - 10 pm

Friday: 7 am - 5 pm

Saturday: 11 am - 4 pm

Sunday: 6 pm - 11 pm

email: [bbhelp@uark.edu](mailto:bbhelp@uark.edu)

#### After-Hours Support:

If Blackboard is not responding, or there are problems with the system after business hours, please call 479.575.2904. The appropriate personnel will be notified.

#### Inclement Weather or Technical Problems:

In case of inclement weather or technological problems that prevent the University from providing access to course materials you may contact the

instructor by phone via the numbers given above in the Instructor section or send the instructor an email inquiry. In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.

Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the [UA Blackboard Help web site](#). Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

### Accommodations under the Americans with Disabilities Act:

When possible, and in accordance with 504/ADA guidelines, staff members from the [Center for Educational Access](#) will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

Phone: 479/575-3104

E-mail: [ada@uark.edu](mailto:ada@uark.edu)

### Academic Support

For those who need assistance in any academic area, the University offers supports services which can be located at the [Academic Support website](#).

### Hardware/Software Requirements

If your computer does not have the proper hardware, Blackboard may run slowly or may not run at all. Prior to using Blackboard on your computer, compare your current system configuration with the system requirements below.

#### Hardware Minimum Requirements

1.5 GHz CPU or greater with minimum of 1GB RAM

Network adapter: LAN (Ethernet) or wireless (WiFi)

DSL or cable broadband Internet (Dial up not compatible)

3G & 4G connections not recommended when taking tests

CD/DVD drive and speakers may be required; refer to course requirements

Operating Systems, Web Browsers & Plugins

Windows XP, Vista, 7, or 8

MAC OS X 10 or later

OS x 10.4 Tiger not supported

JAVA Runtime Environment 6

Blackboard Learn requires the latest version of Sun JRE 6.  
The JRE can be downloaded



**The following technologies are NOT supported:**

Internet Explorer 6 and Internet Explorer 7

Firefox 1.x, 2.0, 3.0, and 3.5

Safari 2.0, 3.x (or any version on Windows)

Mac OSX 10.4 "Tiger"

Java 5

If the computer you are using has a different browser than those indicated above, you still may be able to use parts of Blackboard. However, you may also experience problems, especially when completing quizzes and tests or using chat and the virtual classroom.

Blackboard advises that your web browser conforms to certain standards. If you have an out-of-date or unsupported browser, it is suggested you either download a certified version of your current browser or a different certified browser before attempting to log into Blackboard. For more assistance, refer to the Blackboard [Support Checklist](#).

**Browser Configuration**

Your browser must be configured properly as follows:

JavaScript must be enabled.

Cookies must be enabled.

Pop-up windows must be enabled.

**Browser Plug-ins**

At a minimum, you will need three browser plug-ins to use Blackboard™ Learn Release 9.1: Adobe Reader, Adobe Flash Player, and the Java Runtime Environment plug-in.

To download and install the current versions of Adobe Reader and Adobe Flash Player:

Go to <http://www.adobe.com/>.

Click the "Get Adobe Reader" button.

Return to <http://www.adobe.com/>.

Click the "Get Adobe Flash Player" button.

You will also need the correct version of the Java plug-in (note this is not the same thing as JavaScript). Blackboard™ Learn Release 9.1 will not run properly if you are using an incompatible version of Java or if you have multiple versions of Java installed. Verify your Java plug-in is functioning properly by visiting: <http://www.java.com/en/download/help/testvm.jsp>

**Connection Speed**

Once you have ensured that your computer has the proper operating system and hardware to run Blackboard™ Learn Release 9.1, you should verify that your Internet connection is fast enough to support Blackboard™ Learn Release 9.1. Online courses may require you to download/upload large files and often include streaming audio and video, both of which require faster connections. It is not recommended that you use a dial-up connection.

Be advised that two examinations will be taken online. Blackboard Support recommends that you do NOT use a WiFi connection for examinations. Instead, they recommend a "wired" or Ethernet connection.

### Student Responsibility/Technical Difficulties Policy

This course is an online course, and you are responsible for ensuring that you can access all course material on a regular basis either from the university campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files.

If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time.

If there is a problem with the Blackboard system, notify your instructor and Blackboard support (479) 575-6804 (or email [bbhelp@uark.edu](mailto:bbhelp@uark.edu)).

If you have questions specific to Blackboard, you can call: (479) 575-6804  
Monday through Thursday, 7 a.m. to 10 p.m.  
Friday from 7 a.m. to 5 p.m.  
Saturday from 11 a.m. to 4 p.m., and Sunday from 6 to 11 p.m.  
or email [bbhelp@uark.edu](mailto:bbhelp@uark.edu)

After the listed Help Desk hours, call (479) 575-2904 to alert technical staff if Blackboard Learn is not responding. Limited technical support and troubleshooting is also available after hours.

If you need general computer help, IT Services has a website where you can search for and request help: <http://askit.uark.edu> or call their Help Desk at (479) 575-2905

### Available Help / Student Support

**?** For assistance with course content, contact your instructor.

**?** For technical assistance with Blackboard,

contact the **Blackboard Help Desk** at (479-575-6804) or [bbhelp@uark.edu](mailto:bbhelp@uark.edu).

**Phone hours are:**

Monday through Thursday from 7 a.m. to 10 p.m.  
Friday from 7 a.m. to 5 p.m.  
Saturday from 11 a.m. to 4 p.m.  
Sunday from 6 p.m. to 11 p.m.

If Blackboard is not responding after hours, call (479-575-2904) to alert staff. Limited technical support and troubleshooting is also available after hours.

All online students are automatically enrolled in a **Blackboard Student Tutorial**, where they can practice learning how to use tools in this learning management system. This resource can be accessed in your list of courses.

When emailing for help, please include:

- your name
- the name of the course
- the instructor's name
- describe the problem

**?** **CLASS+ Center for Learning and Student Success**

Student services have united into the [Center for Learning and Student Success](#).

Some of the services that CLASS+ provided:

- **+Academic Coaching:** Learning coaches provide individualized, one-on-one sessions to help you study smarter.
- **+Supplemental Instruction:** Once you begin a course, your faculty member will provide information about Supplemental Instruction. Registration generally opens during the second week of class.

- **+Tutoring:** CLASS tutoring is scheduled in 50 minute appointment blocks. You can also walk in without an appointment, and if an appointment is available, a tutor will be glad to help you. If you have a quick question, you can call 479-575-2885.
- **+Writing Support:** Our tutors provides one-on-one tutoring assistance at any stage of the writing process. You can work with our friendly and supportive tutors in person or upload your paper for online feedback. Tutors help you learn revision strategies for developing your academic and professional writing skills (options for online students are available).  
If you have a quick question, you can call 479-575-6747 or email [writcent@uark.edu](mailto:writcent@uark.edu). You also may find the answers and help on their [FAQ page](#).

### Additional Student Services and Resources

The [Center for Educational Access](#) (voice **479-575-3104**) (tdd **479-575-3646**) assists students with disabilities and will determine reasonable accommodations that will enable every student to have access to the full range of programs and services. Email: [ada@uark.edu](mailto:ada@uark.edu)

[C.A.P.S. \(Counseling and Psychological Services\)](#) (**479-575-5276**) is available for students. Services are provided by licensed psychologists, counselors, and social workers.

The [Pat Walker Health Center](#) has a variety of health services available including on-campus clinics.

## Computer Access and Minimal Skills

Because this is an online class, students will be expected to check their email regularly (several times per week) for important notices, scheduling changes, or any other course revisions. This course is offered as an online course and it is assumed that you have the minimum system requirements and computing skills to participate.

### Computing skills required:

- You should have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- You must be able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.
- You must be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet.
- You must be able to use an e-mail program to send, receive, store, and retrieve messages.
- You must be able to download and install programs from the Internet.

### Computer Downtime

Blackboard occasionally schedules "down time." Users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the UA Blackboard Help website. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

## Hardware & Software Requirements

### Hardware required:

- You should have access to a reliable computer with sound card and high speed internet connection to submit assignments , create products, participate in online activities, and view Internet resources. Do **not** rely on a public computer (e.g. library) to complete all activities, since these computers might have limitations that prevent you from using required applications for your course.
- Your computer should have sufficient space and processor speeds required by any

software used in this course (will vary depending on your software version and operating system, but usually 10 GB hard disk space, 1 GHz processor and 1 GB memory will be sufficient).

- If your instructor requires you to participate in audio presentations, you must have a microphone (headset, free standing, or integrated with webcam) that works with your computer. If you are required to create video, you must have a webcam that works with your computer and the required application used in the course (i.e. Collaborate, ECHO 360, Kaltura, etc.)
- Care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you refer to the Support tab immediately so that proper assistance might be provided.

**Software required:**

- Latest versions of [Adobe PDF reader](#) , [Adobe Flash player](#) , and [Apple Quick Time](#) plug-ins to view certain files
- Latest version of [Java](#) to use required applications
- Current web browser (Firefox, Chrome, Internet Explorer, or Safari). **Firefox is preferred.** Blackboard advises that your web browser conforms to certain standards. If you have an out-of-date or unsupported browser, it is suggested you either download a certified version of your current browser or a different certified browser before attempting to log into Blackboard. For more assistance, refer to the Blackboard [Support Checklist](#).
  - Web browser: Your browser must be configured properly as follows:
    - JavaScript must be enabled.
    - Cookies must be enabled.
    - Pop-up windows must be enabled for learn.uark.edu.

You can purchase discounted software from the [UA Computer Store](#).

Additional Software may be required for your course such as:

- Word processing program, such as Microsoft Word, for creating documents
- Excel or other spreadsheet creation software

# Public Speaking Online

## Comm 1313

Office Location:  
Office Hours:  
Email Hours:  
Email Address:  
Office Phone:  
Cell Phone:

### Supplies Needed:

Computer with internet access  
Video camera, microphone

The Art of Public Speaking by Stephen Lucas. 11th Edition.  
McGraw Hill Publishing. ISBN 978-0-07-742810-5  
McGraw Hill CONNECT (included with a new textbook but if you buy a  
used book, you may have to purchase a subscription)

Course includes the following online activities:

Uploading speeches (Through Connect and You Tube)  
Engaging in peer editing (Through Connect and Discussion  
Boards)  
Taking online quizzes  
Submitting Assignments via Email  
Participating in discussion boards  
Conducting group work through the Group Work Application (File  
share, group bulletin boards, shared email)  
Creating a blog

## **COURSE DESCRIPTION**

This course asks students to apply the communication techniques needed to organize and deliver oral messages in a public setting. Emphasis is given to theory and practice of message strategies and preparation, audience analysis, and presentational skills including multimedia support, speech criticism, and the listening process.

## **EDUCATIONAL OBJECTIVES**

At the end of the semester, students will have learned how to ...

- Prepare and present speeches in two styles: impromptu and extemporaneous.
- Organize speeches of different formats: narrative, informative, and persuasive.
- Prepare effective formal outlines and speaking notes.
- Incorporate appropriate strategies to manage and control public speaking anxiety.
- Identify relevant public speaking topics of significant public concern.
- Analyze the audience and adapt speech composition (including topic presentation and style) to the audience.
- Conduct research, organize, and structure oral presentations.
- Critically analyze information and persuasive arguments for appropriate inclusion in a public speech.
- Demonstrate effective message delivery to an audience in a public speaking context.
- Listen, analyze and provide constructive feedback to oral presentations in order to improve speaker effectiveness and to be good consumers of communication in public contexts.

# Assignments

What scores will make up my grade?	
Speeches	500 total
Self-Introduction Speech- Online	100
Informative Speech – In person	100
Persuasive Speech/Blog- Online	150
Group Project Individual –In Person	100
Group Project Group Grade –In Person	50
Online Activities/Quizzes	550
Randy Pausch Last Lecture Speech	10
Language Use Quiz	20
Brene Brown Vulnerability Speech	10
Connect Learn smart	340
Chapter 1-10 and 12-17, 19 (17 x 20 points each)	
Videos with quick quiz 4,12,8,13,16	170
Participation in posts and discussions	60 total
Ethics discussion post	10
Culture discussion post	10
Language discussion post	10
Persuasion discussion post	10
Comments on classmates self- speech	10
Comments on classmates persuasive speech/blog	10
Homework/ Take Home Test	155 total
Informative Outline, Reference, Power Point Group Exchange	25
Library Assignment	25
Interview for Persuasive Project	25
Poetry Reading Post	25
Brochure of Public Speaking Take Home Test	100

## Grading Scale

A = 90-100  
 B= 80-89  
 C=70-79  
 D = 65-69  
 F= Below 64

Your total score is figured by dividing points earned by points possible. Your grades can be checked through Blackboard under the grades tab.

# Overview of Assignments

This is a brief overview of the assignments. There will be more specific details for each assignment in the weekly folders. In this class, attention to details matter so pay attention to the specific criteria.

## Self-Introduction:

Tell us a story that defines you.

Record this speech and post online.

Rough outline

Post comments on other students speeches.

Time: 3-4 Minutes

Grabber, preview, review, closure, transitions

## Informative Speech

Demonstrate how a product works

We will schedule a 3 hour on-campus meeting

Outline (graded separately)

Library Assignment (graded separately but on speech topic)

Time 4-5 minutes

Power Point Required

5 References, reference page in APA

Grabber, preview, review, closure, transitions

# Overview of Assignments



## Persuasive Speech

Record and upload a speech.

Produce a blog to accompany the speech.

Outline

Grabber, preview, review, closure, transitions

Time: 4-5 minutes

References: Seven (1 must be an interview), APA

## Group Project

We will meet in person.

Groups will inform us about a culture (very specific see criteria)

Time: 4 minutes per speaker

References: 5 per person, (1 must be an interview), APA

Combined outline

Visual: Power Point

Must make and serve a food from the culture

## **Exams and Quizzes**

There will be content quizzes (LEARNSMART/CONNECT) that correspond to the chapters. LEARNSMART quizzes will not be accepted late. There is a final comprehensive exam (in the form of a content brochure) at the end of the semester.

## **Online Activities**

On blackboard there will be various online activities to complete.

It is VERY important that you check into Blackboard EVERY week and complete the guided activities. Exact deadlines are listed on the calendar and in each week's folders.

## **Late Work Policy**

Most of the work is set up in weekly folders. The folders will open on Monday by noon and close on Saturday at midnight. Once the folder is closed, work cannot be made up.

Discussions that are posted past the deadline will not be graded. Late work of major assignments will not be accepted except in extreme circumstances. The instructor reserves the right to make individual exceptions. Even when exceptions are made, 10% will be deducted.

## **In Class Speeches**

We will meet as a class twice. During these meetings all students will give their speeches. These meetings will start at 6 PM on Thursdays and we will stay until all speeches are completed and a debriefing is done. Typically we are in class for about 3 to 3 ½ hours. It is mandatory that you attend these meetings and that you stay the entire class.

Since an important part of the learning process is watching others speak, anyone arriving late or leaving early will have grade penalties.

## **Academic Honesty**

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

## **Students with Disabilities**

If you are registered with the Center for Students with Disabilities, you should notify the instructor during the first week of class of any certified accommodations that you may need. Reasonable accommodations will be made. If you need to contact the Center for Disabilities, they can be reached at 479-575-3104.

## **Inclement Weather Policy**

In most situations, inclement weather will not influence our class. In the event of an area wide power outage, the schedule will be adjusted.

We will have several face to face meetings. If there is inclement weather and Fayetteville Public Schools are closed during our scheduled meeting, we will reschedule.

## **Online Courtesy**

Since this class is preparation for the work that you will do in the business community, it is helpful to learn professional writing. For this reason, do not use texting language during our online discussions and posts.

I encourage idea sharing, debate, and discussion but I ask that you respect others. Since written messages can be easily misinterpreted because the lack vocal and facial cues, I hope that you will read all posts twice before sending them. Read them once for content and once for emotion.

COMM 2333  
INTRODUCTION TO COMMUNICATION RESEARCH  
SPRING 2014

Instructor: Robert M. Brady  
Office Location: 417 Kimpel Hall  
Phone: (479) 575-3048  
E-mail: [rbrady@uark.edu](mailto:rbrady@uark.edu)

COMMUNICATION & SUPPORT POLICIES:

If you have questions about the course, please contact Dr. Brady via email ([rbrady@uark.edu](mailto:rbrady@uark.edu)) or leave a message by office phone. Email is monitored throughout the day but the office is open only Monday through Friday from 8:30 a.m.-4:00 p.m. Please allow 24 hours for a response.

If you have questions about Blackboard, please contact Blackboard Support by email ([bbhelp@uark.edu](mailto:bbhelp@uark.edu)) or by phone (479-575-6804). Consult the Blackboard Support website ([https://learn.uark.edu/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=\\_23\\_1](https://learn.uark.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_23_1)) for hours of operation and additional information.

TEXTBOOK:

Keyton, J. (2011). *Communication research: Asking questions, finding answers* (3rd Ed.). New York: McGraw-Hill. ISBN-13: 978-0073406763.

The primary textbook's companion web site, available at: [http://highered.mcgraw-hill.com/sites/0073406767/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073406767/student_view0/index.html)

RECOMMENDED:

Bourhis, J., Adams, C., & Titsworth, S. (2008). *Style manual for communication studies* (3rd Ed.). Boston: McGraw-Hill. ISBN-13: 978-0073385051

COURSE DESCRIPTION:

COMM 2333 is an Introduction to the basic assumptions underlying communication inquiry; resources for and methods of data collection in communication research; and techniques for organization, interpretation, reporting, and evaluation of communication research.

PURPOSE:

This course is basic to all upper-level courses in the Department of Communication at the University of Arkansas. The general purposes of this course are to introduce students to communication research methods by meeting two primary objectives;

- To help students to become better consumers of the communication research literature by emphasizing effective methods for finding, consuming, and analyzing communication research, and
- To provide a path for students who wish to develop and conduct research projects.

After completing the course, you will be able to:

- Differentiate qualitative (humanistic) and quantitative (social scientific) approaches to studies in communication;
- Describe the fundamental process of conducting research in communication;
- Explain the various methods used in communication research;
- Demonstrate the use of library-based resources used in communication research;
- Identify measurement instruments available for communication research;
- Summarize the ethical issues in conducting communication research;
- Design communication research studies using qualitative and quantitative approaches;
- Review and evaluate published communication research; and,
- Demonstrate the fundamental writing skills used in communication research reporting at the undergraduate-level.

#### COURSE GRADE:

For all weekly quizzes and written assignments, you must be the sole author (although you may consult any non-human resource(s) you wish unless instructed otherwise). Your course grade is based on assignments in two categories:

**Weekly Quiz over readings** (60% of final grade)—your grade is derived from your 5 highest scores from quizzes 1-7 and your 5 highest scores from quizzes 8-14. Beginning the week of January 20<sup>th</sup>, each quiz will open on Tuesday at noon and remain open until the next day (Wednesday) at 11:59 p.m. (see the schedule below).

**Research Assignments** (40% of final grade)—There will be ten (10) Research Assignments distributed over the semester. Your grade is based on your highest 8

scores. When assigned, each research assignment will open on Wednesday at noon and remain open that week until Sunday night at 11:59pm.

The grading scale for all assignments is as follows:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = 59 and below.

*The policy for this course is that an assignment turned in late will not be accepted, a missed quiz cannot be made up, and that grades of incomplete will only be assigned in rare instances.*

### ANTICIPATED ORDER OF READINGS AND QUIZZES

Week 1	(1/13)	Keyton, Chapter 1 (Introduction to Communication Research)
Week 2	(1/20)	Keyton, Chapter 2 (The Research Process: Getting Started); Quiz # <u>1</u>
Week 3	(1/27)	Keyton, Chapter 3 (Introduction to Quantitative Research); Quiz # <u>2</u>
Week 4	(2/3)	Keyton, Chapter 4 (Introduction to Qualitative Research); Quiz # <u>3</u>
Week 5	(2/10)	Keyton, Chapter 5 (Research Ethics); Quiz # <u>4</u>
Week 6	(2/17)	Keyton, Chapter 6 (Measurement); Quiz # <u>5</u>
Week 7	(2/24)	Keyton, Chapter 7, (Populations, Samples and Sample Size); Quiz # <u>6</u>
Week 8	(3/3)	Optional Quiz # <u>7</u> (Comprehensive covering Quiz #1-#6)
Week 9	(3/10)	Keyton, Chapter 8 (Quantitative Research Designs); Quiz # <u>8</u>
Week 10	(3/17)	Keyton, Chapter 9 (Surveys and Questionnaires); Quiz # <u>9</u>
Week 11	(3/24)	Spring Vacation
Week 12	(3/31)	Keyton, Chapter 10 (Descriptive Statistics, Significance Levels and hypothesis Testing); Chapter 11 (Testing for Differences); and Chapter 12 (Testing for Relationships); Quiz # <u>10</u>
Week 13	(4/7)	Keyton, Chapter 13 (Quantitative Analysis of Texts); Quiz # <u>11</u>
Week 14	(4/14)	Keyton, Chapter 14 (Designing Qualitative Research); Chapter 15 (Qualitative Methods of Data Collection); and Chapter 16 (Analyzing Qualitative Data); Quiz # <u>12</u>
Week 15	(4/21)	Keyton, Chapter 17 (Reading and Writing the Quantitative Research Report); Chapter 18 (Reading and Writing the Qualitative Research Report); Quiz # <u>13</u>
Week 16	(4/28)	Optional Quiz # <u>14</u> (Comprehensive covering Quiz #8-#13)

You should be familiar and must comply with the Academic Integrity Policy of the University (<http://provost.uark.edu/245.php>). A short video is available at <http://www.youtube.com/watch?v=LpjVjJWpb8w>.

In the case of inclement weather or technical problems that prevent access to (or the submission of) course material, you should contact Dr. Brady and let him know that you are having difficulties.

Following University guidelines and in accordance with 504/ADA guidelines, staff members from the Center for Educational Access (<http://cea.uark.edu/>) will work individually with students and provides a range of services. The center can be reached by phone at 479-575-3104 or via email ([ada@uark.edu](mailto:ada@uark.edu)).

The University also offers support for those struggling in any academic area through the Academic Support Website (<http://www.uark.edu/home/10936.php>).

#### ETIQUETTE POLICY:

Remember you are in a college level course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, blog posts, wiki activity, etc.) should:

- correct misspelling or bad grammar
- avoid the use of emoticons [ :-) :- ( etc.]
- should not use Internet abbreviations (LOL, idk, etc.)
- avoid the use of slang (sup!, that's cool!, etc. . )

When posting comments on other people's work in blogs, wikis, or peer reviews, keep your tone positive and encouraging. Use term like "I think" or "I believe" "such and such would be better" instead of "you should" or "you need to" "change such and such." You should also review the Code of Student Life from the Student Handbook (<http://handbook.uark.edu/codeofstudentlife.php>).

#### HARDWARE/SOFTWARE REQUIREMENTS

If your computer does not have the proper hardware, Blackboard may run slowly or may not run at all. Prior to using Blackboard on your computer, compare your current system configuration with the system requirements below.

#### HARDWARE MINIMUM REQUIREMENTS

- 1.5 GHz CPU or greater with minimum of 1GB RAM
- Network adapter: LAN (Ethernet) or wireless (WiFi)
- DSL or cable broadband Internet (Dial up not compatible)
- 3G & 4G connections not recommended when taking tests
- CD/DVD drive and speakers may be required; refer to course requirements



- Operating Systems, Web Browsers & Plugins
- Windows XP, Vista, 7, or 8
- MAC OS X 10 or later
- OS x 10.4 Tiger not supported
- JAVA Runtime Environment 6

Blackboard Learn requires the latest version of Sun JRE 6.

The JRE can be downloaded from <http://java.sun.com/javase/downloads/index.jsp>.

THE FOLLOWING TECHNOLOGIES ARE NOT SUPPORTED:

- Internet Explorer 6 and Internet Explorer 7
- Firefox 1.x, 2.0, 3.0, and 3.5
- Safari 2.0, 3.x (or any version on Windows)
- Mac OSX 10.4 "Tiger"
- Java 5

If the computer you are using has a different browser than those indicated above, you still may be able to use parts of Blackboard. However, you may also experience problems, especially when completing quizzes and tests or using chat and the virtual classroom.

Blackboard advises that your web browser conforms to certain standards. If you have an out-of-date or unsupported browser, it is suggested you either download a certified version of your current browser or a different certified browser before attempting to log into Blackboard. For more assistance, refer to the Blackboard Support Checklist.

#### BROWSER CONFIGURATION

Your browser must be configured properly as follows:

- JavaScript must be enabled.
- Cookies must be enabled.
- Pop-up windows must be enabled.

#### BROWSER PLUG-INS

At a minimum, you will need three browser plug-ins in order to use Blackboard™ Learn Release 9.1: Adobe Reader, Adobe Flash Player, and the Java Runtime Environment plug-in.

To download and install the current versions of Adobe Reader and Adobe Flash Player:

1. Go to <http://www.adobe.com/>.
2. Click the "Get Adobe Reader" button.
3. Return to <http://www.adobe.com/>.
4. Click the "Get Adobe Flash Player" button.

You will also need the correct version of the Java plug-in (note this is not the same thing as JavaScript). Blackboard™ Learn Release 9.1 will not run properly if you are using an incompatible version of Java or if you have multiple versions of Java installed. Verify

your Java plug-in is functioning properly by visiting:  
<http://www.java.com/en/download/help/testvm.jsp>

### CONNECTION SPEED

Once you have ensured that your computer has the proper operating system and hardware to run Blackboard™ Learn Release 9.1, you should verify that your Internet connection is fast enough to support Blackboard™ Learn Release 9.1. Online courses may require you to download/upload large files and often include streaming audio and video, both of which require faster connections. It is not recommended that you use a dial-up connection

**COMM 3383**  
PERSUASION: THEORY, RESEARCH AND APPLICATIONS  
*Fall 2013*

**Instructor:** Robert M. Brady  
**Office:** 417 Kimpel Hall  
**Email:** [rbrady@uark.edu](mailto:rbrady@uark.edu)  
**Phone:** 575-3048

**Purpose**

This course examines the theoretical accounts of persuasion stemming from the social scientific literature, the research evidence concerning the effects of various factors in persuasion, and the application of these theories and factors to a wide variety of everyday persuasive contexts.

**Textbooks**

Gass, R. H., & Seiter, J. S. (2014). Persuasion, social influence and compliance gaining (5th Edition). Boston: Allyn and Bacon.

Cialdini, R. B. (2008). Influence: Science and practice (5<sup>th</sup> Edition). Boston: Allyn and Bacon.

**Requirements—choose either Option #1 or #2 below.**

- Short 10-15 question quiz over each of the 13 Reading Assignments (only the 10 highest scores will be counted). The quiz for each week will be available starting at 5:00 p.m. on Wednesday and will close at 11:59 p.m. on Thursday.
- Two examinations –Midterm and non-comprehensive Final.
- Persuasive Message Creation and Analysis: You will create and provide a theoretical analysis of a persuasive message following stated criteria and guidelines.
- Class participation

Option 1: Quiz Average (10%), Midterm Exam (20%), Final Exam (20%), Participation (10%) and Paper (40%--Paper Meets Fulbright College Senior Writing Requirement for COMM majors)

Option 2: Quiz Average (20%), Midterm Exam (30%), Final Exam (30%), and Participation (20%).

*The policy for this course is that there are no “make-ups” and that no late work will be accepted. Grades of incomplete will only be assigned in rare instances. Class attendance is expected and does affect your grade. You should be familiar and are expected to comply with the academic ethics and honesty policies of Fulbright College and the University as found in the current catalog. The grading scale is as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = 59 and below.*

## COMM 3383

Fall 2013

### Reading Assignments

- #1 Gass & Seiter, Chapter 1 (*Why Study Persuasion*)
- #2 Gass & Seiter, Chapter 2 (*What Constitutes Persuasion*); Cialdini, Chapter 1 (*Weapons of Influence*)
- #3 Gass & Seiter, Chapter 3 (*Attitudes and Consistency*); Cialdini, Chapter 3 (*Commitment and Consistency: Hobgoblins of the Mind*)
- #4 Gass & Seiter, Chapter 10 (*Sequential Persuasion*); Cialdini, Chapter 2 (*Reciprocation: The Old Give and Take*)
- #5 Gass & Seiter, Chapter 4 (*Credibility*); Cialdini, Chapter 5 (*Liking: The Friendly Thief*) and Chapter 6 (*Authority: Directed Deference*)
- #6 Gass & Seiter, Chapter 5 (*Communicator Characteristics and Persuadability*)
- #7 Gass & Seiter, Chapter 6 (*Conformity and Influence in Groups*); Cialdini, Chapter 4 (*Social Proof: Truths Are Us*).
- #8 Gass & Seiter, Chapter 7 (*Language and Persuasion*)
- #9 Gass & Seiter, Chapter 9 (*Structuring and Ordering Persuasive Messages*)
- #10 Gass & Seiter, Chapter 13 (*Motivational Appeals*); Cialdini, Chapter 7 (*Scarcity: Rule of the Few*)
- #11 Gass & Seiter, Chapter 14 (*Visual Persuasion*)
- #12 Gass & Seiter, Chapter 15 (*Esoteric Forms of Persuasion*); Cialdini, Chapter 8 (*Instant Influence: Primitive Consent*)
- #13 Gass & Seiter, Chapter 16 (*The Ethics of Persuasion*)

**COMM 3383**  
Schedule of Readings and Examinations

Week 8/25	Introduction to Course; RA #1—Gass & Seiter, Chapter <u>1</u> ( <i>Why Study Persuasion</i> ): Quiz #1
Week 9/1	RA #2—Gass & Seiter, Chapter <u>2</u> ( <i>What Constitutes Persuasion</i> ); Cialdini, Chapter <u>1</u> ( <i>Weapons of Influence</i> ): Quiz #2
Week 9/8	RA #3—Gass & Seiter, Chapter <u>3</u> ( <i>Attitudes and Consistency</i> ); Cialdini, Chapter <u>3</u> ( <i>Commitment and Consistency: Hobgoblins of the Mind</i> )
Week 9/15	RA #3 (continued)—Gass & Seiter, Chapter <u>3</u> ( <i>Attitudes and Consistency</i> ); Cialdini, Chapter <u>3</u> ( <i>Commitment and Consistency: Hobgoblins of the Mind</i> ): Quiz #3
Week 9/22	RA #4—Gass & Seiter, Chapter <u>10</u> ( <i>Sequential Persuasion</i> ); Cialdini, Chapter <u>2</u> ( <i>Reciprocity: The Old Give and Take</i> ): Quiz #4
Week 9/29	RA #5—Gass & Seiter, Chapter <u>4</u> ( <i>Credibility</i> ); Cialdini, Chapter <u>5</u> ( <i>Liking: The Friendly Thief</i> ) and Chapter <u>6</u> ( <i>Authority: Directed Deference</i> ): Quiz 5
Week 10/6	Midterm Examination ( <i>Opens Wednesday, 10/9 at 5:00 p.m. and closes Thursday, 10/10 at 11:59 p.m.</i> )
Week 10/13	RA #6—Gass & Seiter, Chapter <u>5</u> ( <i>Communicator Characteristics and Persuadability</i> ): Quiz #6
Week 10/20	RA #7—Gass & Seiter, Chapter <u>6</u> ( <i>Conformity and Influence in Groups</i> ); Cialdini, Chapter <u>4</u> ( <i>Social Proof: Truths Are Us</i> ). Quiz #7
Week 10/27	RA #8—Gass & Seiter, Chapter <u>7</u> ( <i>Language and Persuasion</i> ): Quiz #8
Week 11/3	RA #9—Gass & Seiter, Chapter <u>9</u> ( <i>Structuring and Ordering Persuasive Messages</i> ): Quiz #9
Week 11/10	RA #10—Gass & Seiter, Chapter <u>13</u> ( <i>Motivational Appeals</i> ); Cialdini, Chapter <u>7</u> ( <i>Scarcity: Rule of the Few</i> ): Quiz #10
Week 11/17	RA #11—Gass & Seiter, Chapter <u>14</u> ( <i>Visual Persuasion</i> ): Quiz 11
Week 11/24	Thanksgiving— <i>no readings or quiz for this week</i>
Week 12/1	RA #12—Gass & Seiter, Chapter <u>15</u> ( <i>Esoteric Forms of Persuasion</i> ): Quiz 12
Week 12/8	RA #13—Gass & Seiter, Chapter <u>16</u> ( <i>The Ethics of Persuasion</i> ); Cialdini, Chapter <u>8</u> ( <i>Instant Influence: Primitive Consent</i> ) Quiz #13
Week 12/15	Final Examination ( <i>opens Sunday, 12/15 at 5:00 p.m. and closes Monday, 12/16 at 11:59 p.m.</i> )



(Course is unavailable to students) Syllabus

Edit Mode is: **ON**

# Syllabus

Build Content

Assessments

Tools

Partner Content

Discover Content



## Syllabus

### COMMUNICATION 3443

## Introduction to Rhetorical Theory

### Course Description & Goals

This course offers an introduction to theories of rhetoric that have influenced contemporary thought about what human communication is and how it works. The study of rhetorical theory engages a tradition that reaches back 2500 years into history, and our concentration upon the classical rhetorical theorists looks at those writers who studied the way communication worked on audiences even before it was known as "communication." For this reason, the study of rhetorical theory is important to a full understanding of the field of communication and is especially important to communication majors because this theory furnishes the theoretical base on which the whole field of communication depends. To begin to understand what communication scholars have said about the study of the "affective" dimensions of symbol usage is to understand the power of symbols in our lives. Such knowledge engages not merely political issues, but public relations, marketing, advertising, composition, and literature. Many contemporary scholars develop the important ideas of these early classical teachers of "speech" and apply them to the way we use communication today.

### Objectives

#### At the end of the course, you will be able to

- Define Rhetoric
- Employ the model of the Rhetorical Situation
- Explain why rhetoric's chief concern is public decision making
- Describe and apply the key concepts of classical rhetoric
  - Invention
  - *Logos* or Reasoning
  - *Ethos* or Character
  - *Pathos* or Emotions
- Describe and apply the key concepts of contemporary rhetoric
  - Narrative
  - Language Action
  - Identification
  - Meaning Construction
  - Structure or Form

### Textbook information

Hauser, Gerard A. *Introduction to Rhetorical Theory*. Second Edition. Prospect Heights, IL: Waveland Press, 2002. ISBN: 1-57766-221-0 [Note that the textbook title is abbreviated as "Hauser" in course schedule and reading assignments]

## How Your Work Will Be Evaluated

### Writing Assignments:

There will be ten writing assignments. They involve working with examples which try to make concepts in the course more concrete and practical. Complete instructions for each of the assignments is available in the appropriate course lesson folder. You will turn in these assignments by way of the Assignments module of BlackBoard. If your work is satisfactory on the Exercise, you will receive ten (10) points; if unsatisfactory, five (5) points; if exemplary, fifteen (15) points. Available Points for Home Exercises = 100+. It is possible to earn more than the 100 points shown in the grade scale (see below). On the other hand, if you receive "unsatisfactory" evaluations, this means you should review the material, read the assigned readings, and ask questions either via email or on the Questions & Answers Link in the Course Menu.

All Writing Assignments MUST be submitted via BlackBoard as word processing document attachments. The system accepts doc, docx, pdf word files. Short Writings must be submitted in an acceptable format by the due date. NO LATE ASSIGNMENTS ACCEPTED (except under the "Cut Me Some Slack" policy detailed below). All due dates are Central Daylight Time.

### Discussion Forums:

Intro to Rhetorical Theory has a discussion element. Many weeks, I will pose questions or ask you to respond to readings, or contemporary issues. You will post a writing in response to my prompt. To receive full credit for your weekly postings, your posing MUST demonstrate that you have read and thought about the required readings, or content for that week. Postings should be approximately 100-150 words minimum.

Also, as part of the weekly discussion component, you will respond to and comment on TWO other students' postings. Each comment should point out something you agree/disagree with and why you agree/disagree, or add to what they are already saying. Don't just say 'I like it' or 'good post.' Comments should be at a minimum five sentences. I should be able to tell that you have read and thought about the post. Weekly postings are due by midnight every Thursday, responses/comments are due by midnight on Sunday.

Keep in mind that everyone will be able to view everyone's postings and responses. Your full participation in the four available Forums is worth up to twelve (12) points each.

### Quizzes

There will be ten quizzes. They will test your knowledge of our readings and activities on a chapter by chapter schedule. They are available in the course lesson folders. You may take these assessments on your own schedule, and you may attempt them as many times as you want, but they must be completed by an assigned date. The quizzes will consist of matching, multiple-choice, and/or true-false questions that you will answer and submit through BlackBoard. Each assessment will be timed and you will have a limited number of minutes to complete each five question assessment. Each quiz will have a maximum of ten points. The number of points you earn will be the score on your highest attempt. The total of quizzes (100 possible points) will be added to your grade total. After the due date (midnight Sunday), you will be able to see correct answers.

### Examination

There will be a Final exam. The Final Exam will count for 200 points toward your grade total. The exam will be a combination of multiple choice, matching, and true/false questions ALL of which will be taken from the quizzes earlier in the term. The exam will be taken online using the Respondus browser tool. All of the questions on the exams will be taken from the lesson Quizzes. The exam is scheduled for the last day of the term. The exam will open at midnight on Thursday and must be completed before midnight Friday. You can take the Final only once. Total Available Points for the Examination = 200.

### Late Work Policy

Assignments are to be completed by midnight every Sunday (the final week of the course is a short week and is an exception; occasional assignments are due earlier and announced in Course Lessons. You may also double-check the course schedule and/or calendar). New Assignments for the next week are published every Monday. No late work is accepted. The only exception is noted under the "Cutting You Some

Slack" policy discussed below.

### Cutting You Some Slack

College is one of the few situations in life where the expectations are clearly laid out and the consequences for meeting or missing those expectations is transparent. The grading system and workload has been designed to be as fair and straightforward as possible, allowing you to choose how to prioritize the class versus other obligations or interests. However, there may be times that things become challenging and you want to ask for some leniency. One time per semester, students may request to be cut some slack, resulting in a more flexible attitude toward grading or other policies. Simply write on an assignment, or send an email, with the phrase "please cut me some slack" The instructor will adjust expectations accordingly. Slack cannot be requested after a grade has been given. Slack cannot make up for or be substituted for missed assignments. Slack cannot be used on the Final Examination.

### How your Grade Will be Calculated

Short Writing Assignments (10)	100+ pts
Quizzes (10)	100 pts
Examination	200 pts
Discussion Forums (4)	48 pts
Introduction Blog	20 extra credit
Syllabus Quiz	10 extra credit
	448 TOTAL POINTS

### Final Grading Scale

A	448-403 pts	
B	402-358 pts	Borderline grades are assigned the higher grade only if:
C	357-313 pts	(1) You haven't missed any assignments
D	312-268 pts	(2) all your assignments have been on time, and
F	Less than 268 points	(3) you have generally improved over course of the semester

### Etiquette Policy

Remember you are in a college level course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, blog posts, wiki activity, etc.) should:

- use correct misspelling or bad grammar
- avoid the use of emoticons [ :-) :-(- etc.]
- should not use net abbreviations (LOL, idk, etc.)
- avoid the use of slang (sup!, that's cool!, etc. . )
- When posting comments on other people's work in blogs, wikis, or peer reviews keep your tone positive and encouraging. Use term like "I think" or "I believe" "such and such would be better" instead of "you should" or "you need to" "change such and such."

You will probably also want to review the [Code of Student Life from the Student Handbook](#)

### Course Content Support and Contacting your Instructor

Email: [trosteck@uark.edu](mailto:trosteck@uark.edu)

Email is the instructor's preferred mode of communication for the course and is generally checked regularly during the work week – if you email him asking for a response and do not receive one within one working day (M-F), assume that your email may not have been received. Office voice mails will typically be answered less promptly. Messages over the weekend might not be answered until Monday morning.



If you have any questions about the course content contact your instructor by email, Virtual Office Hours, or the "Ask Questions, Get Answers" link on the course menu.

Note that all times are Central Daylight Time (Fayetteville, AR, USA). There is a mobile app available for Blackboard which may help you keep up with and even submit some assignments. For more information, [CLICK HERE](#).

### Office Hours:

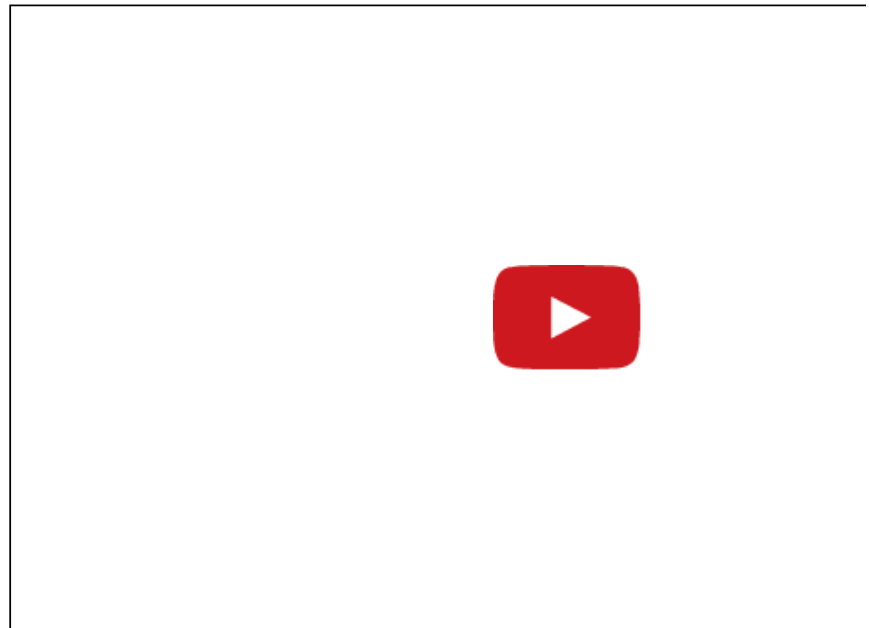
The instructor will be available via the Collaborate link in Blackboard. The links to join office hours will be found under the *Virtual Office Hours* in the **Course Links** section of the menu on the left.

- Tuesday, 9:30am-10:30am
- Thursday, 7:00pm-8:00pm
- Friday, 2:00pm-3:00pm
- or contact via Ask Questions, Get Answers link
- or via email

### Academic Integrity Policy

Be sure to review the [official academic integrity policy](#).

Also, be sure to view Provost Gaber's video on Academic Integrity.



### Blackboard Support

If you have any questions about Blackboard contact Blackboard Support:

- 479.575.6804
- Mon - Thurs: 7 am - 10 pm
- Friday: 7 am - 5 pm
- Saturday: 11 am - 4 pm
- Sunday: 6 pm - 11 pm
- email: [bbhelp@uark.edu](mailto:bbhelp@uark.edu)

### After-Hours Support:

If Blackboard is not responding, or there are problems with the system after business hours, please call 479.575.2904. The appropriate personnel will be notified.

### Inclement Weather or Technical Problems:

In case of inclement weather or technological problems that prevent the University from providing access to course materials you may contact the instructor by phone via the numbers given above in the Instructor section or send the instructor an email inquiry. In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.

Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the [UA Blackboard Help web site](#). Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

### Accommodations under the Americans with Disabilities Act:

When possible, and in accordance with 504/ADA guidelines, staff members from the [Center for Educational Access](#) will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

Phone: 479/575-3104

E-mail: [ada@uark.edu](mailto:ada@uark.edu)

### Academic Support

For those who need assistance in any academic area, the University offers supports services which can be located at the [Academic Support website](#). They can work with you online, by phone or email, as well as in-person.

### Hardware/Software Requirements

If your computer does not have the proper hardware, Blackboard may run slowly or may not run at all. Prior to using Blackboard on your computer, compare your current system configuration with the system requirements below.

#### Hardware Minimum Requirements

- 2.0 GHz CPU or greater with minimum of 2 GB RAM
- Network adapter: LAN (Ethernet) or wireless (WiFi)
- DSL or cable broadband Internet (Dial up not compatible)
- 3G & 4G connections not recommended when taking tests
- CD/DVD drive and speakers may be required; refer to course requirements
- Operating Systems, Web Browsers & Plugins
- Windows XP, Vista, 7, or 8
- MAC OS X 10 or later
- OS x 10.4 Tiger not supported
- JAVA Runtime Environment 6

Blackboard Learn requires the latest version of Sun JRE 6.

The JRE can be downloaded from <http://java.sun.com/javase/downloads/index.jsp>.

#### The following technologies are NOT supported:

- Internet Explorer 6 and Internet Explorer 7
- Firefox 1.x, 2.0, 3.0, and 3.5
- Safari 2.0, 3.x (or any version on Windows)
- Mac OSX 10.4 "Tiger"
- Java 6 (or previous)

If the computer you are using has a different browser than those indicated above, you still may be able to use parts of Blackboard. However, you may also experience problems, especially when completing quizzes and tests or using chat and the virtual classroom.

Blackboard advises that your web browser conforms to certain standards. If you have an out-of-date or unsupported browser, it is suggested you either download a certified version of your current browser or a different certified browser before attempting to log into Blackboard. For more assistance, refer to the [Blackboard Support Checklist](#).

#### Browser Configuration

- Your browser must be configured properly as follows:
- JavaScript must be enabled.
- Cookies must be enabled.
- Pop-up windows must be enabled.

### Browser Plug-ins

At a minimum, you will need three browser plug-ins to use Blackboard Learn: Adobe Reader, Adobe Flash Player, and the Java Runtime Environment plug-in.

- To download and install the current versions: of Adobe Reader and Adobe Flash Player:
  - [Java tester](#) – by Oracle
  - [Flash Player tester](#) – by Adobe
- Verify your Java plug-in is functioning properly by visiting: <http://www.java.com/en/download/help/testvm.jsp>. You will also need the correct version of the Java plug-in (note this is not the same thing as JavaScript). Blackboard Learn will not run properly if you are using an incompatible version of Java or if you have multiple versions of Java installed.

### Connection Speed

Once you have ensured that your computer has the proper operating system and hardware to run Blackboard Learn, you should verify that your Internet connection is fast enough to support Blackboard Learn. Online courses may require you to download/upload large files and often include streaming audio and video, both of which require faster connections. It is not recommended that you use a dial-up connection.



### [Example Syllabus Items](#)

Availability: Item is not available.

Click on the "Example Syllabus Items" link above to view several example items that can be used in your course syllabus for your online course. These will already be included in your course shell when it is created at the end of Phase 1.

For now, look over and decide which ones you want to use. Feel free to copy and paste the text into a "Word" document and edit it to your liking.



## Syllabus

[Build Content](#)[Assessments](#)[Tools](#)[Partner Content](#)[Discover Content](#)

### Syllabus

**COMMUNICATION 3503**

## Popular Communication and Culture

### Course Description & Goals

Popular Culture of the twentieth and the twentieth-first century, including mass media, is the major cultural environment almost all Americans have experienced and can relate. The popular environment both shapes us and is shaped by us. Popular Culture both reflects and constructs our meanings and understanding of the world—our culture. Consequently, our cultural heritage and our present cultural identity are both intimately related to the way Popular Culture is communicated in our society.

This introductory course is designed to explore the recognition, understanding, utilization, and appreciation of the basic theories of, approaches to, and topics within Popular Communication and its relation to Culture. In addition, this course will serve as a beginning point for documenting a personal cultural self-awareness of American Popular Culture.

### Objectives

At the end of the course, you will be able to

- Define culture and popular culture
- Explain the importance of thinking critically about popular culture
- Describe the relationship between popular culture and the American mindset
- Discuss how popular culture forms shape and reflect social relations
- Summarize theoretical and case study essays about popular culture and apply them to course topics
- Classify and describe the five forms of popular culture in contemporary life: icons, stereotypes, heroes and celebrities, rituals, formulas
- Identify contemporary examples of the forms of popular culture
- Analyze the functions of the five forms of popular culture

- Develop a personal cultural self-awareness

### Textbook information

Nachbar, Jack and Kevin Lause, eds. *Popular Culture: An Introductory Text*. University of Wisconsin Press, 1992. ISBN: 978-0-87972-572-30 [Note that the textbook title is abbreviated as "PC" in course schedule and reading assignments]. This book is REQUIRED, and you will need the textbook right away, so you should purchase it immediately. Copies are available in the UA Bookstore. There is no e-book edition, but some (limited) pages of the first chapters are available [HERE](#) until you can purchase your own copy.

For several assignments, you will be required to purchase videos online to watch for assignments. The instructions will link you to sources for the purchases, but in no case will the cost to you exceed \$2.99 per assignment.

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### How Your Work Will Be Evaluated

#### Short Writings:

Short assignments will include such items as video reports, reaction papers, observations and study questions. These assignments, along with fuller instructions, are listed in each week's assignments and "To Do" lists. Short writings MUST be submitted via BlackBoard as word processing document attachments. Complete and save your assignments to DOC or DOCX file format and then upload. Short Writings must be submitted in an acceptable format by the due date. NO LATE WRITINGS ACCEPTED. Each of the Short Writing Assignments have different point values, but the ten short writings together will total 480 points.

#### Readings Report Project:

From a list of choices, you will select one essay to explain to the class. On the assigned day, you post a report (along with a partner). Your project will be posted in the course as a blog for all students to see. On the same day, you will turn in a 400 to 600 word paper written analysis of the same essay. The posted report and written analysis are different, but they are over the same source essay and they are due on the same day. The posted wiki counts 25 points of your final grade; the written report counts 75 points. You will sign up for your essay report, first-come/first-served, beginning the second week of class (watch for announcement).

#### Pop Culture Interaction Exercise

During the first three weeks of class, you will work through a three-part exercise that will prompt you to consider the extent of your interactions with popular culture and the potential meanings and functions of these popular culture forms in your life. This exercise will total 80 points.

#### Contemporary Examples:

Because the Nachbar text was last updated in 1992, some of the examples used in the essays are dated and old. For each section of the course, you are required to identify two contemporary examples of the type of popular culture artifact or event under discussion. These contemporary examples should illustrate the ideas or concepts in the Nachbar book, and you will post them to the web prior to their scheduled date in class. You will receive up to six points for each contemporary example. The quality and suitability of the examples will determine how many points you will receive to a maximum of six points

for each.

### Discussion Prompts and Responses:

Popular Communication and Culture has a discussion element. Every week, I will pose questions or ask you to respond to readings, or contemporary issues in popular culture. You will post a writing in response to my prompt. To receive full credit for your weekly postings, your posing **MUST** demonstrate that you have read and thought about the required readings, screenings, or content for that week. Postings should be approximately 100-150 words minimum.

Also, as part of the weekly discussion component, you will respond to and comment on **TWO** other students' postings. Each comment should point out something you agree/disagree with and why you agree/disagree, or add to what they are already saying. Don't just say 'I like it' or 'good post.' Comments should be at a minimum five sentences. I should be able to tell that you have read and thought about the post. Weekly postings are due by midnight every Thursday, responses/comments are due by midnight on Sunday.

Keep in mind that everyone will be able to view everyone's postings and responses.

### Key Terms Quiz

A quiz, taken on-line will test your knowledge of the key terms in popular culture studies and some of the important concepts. This quiz will be due during the second week of class and is worth up to 50 points of your final grade.

### Late Work Policy

Assignments are to be completed by midnight every Sunday. New Assignments for the next week are published every Monday. No late work is accepted. The only exception is noted under the "Cutting You Some Slack" policy discussed below.

### Cutting You Some Slack

College is one of the few situations in life where the expectations are clearly laid out and the consequences for meeting or missing those expectations is transparent. The grading system and workload has been designed to be as fair and straightforward as possible, allowing you to choose how to prioritize the class versus other obligations or interests. However, there may be times that things become challenging and you want to ask for some leniency. One time per semester, students may request to be cut some slack, resulting in a more flexible attitude toward grading or other policies. Simply write on an assignment, or send an email, with the phrase "please cut me some slack" -Professor Rosteck will adjust his expectations accordingly. Slack cannot be requested after a grade has been given. Slack cannot make up for missed assignments.

### How your Grade Will be Calculated

Short Writing Assignments (10)	480 pts
Readings Essay Report	100 pts
Pop Cult Encounters Exercise	80 pts
Contemporary Examples (5 x 12 pts)	60 pts
Discussion Prompts (15 x 12 pts)	180 pts
Key Terms Quiz	50 pts

Introduction Blog	20 extra credit
Syllabus Quiz	10 extra credit
	950 TOTAL POINTS

### Final Grading Scale

A	950-855 pts	
B	854-760 pts	Borderline grades are assigned the higher grade only if:
C	759-665 pts	(1) You haven't missed any assignments
D	664-570 pts	(2) all your assignments have been on time, and
F	Less than 570 points	(3) you have generally improved over course of the semester

### Academic Honesty Statement

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' . . . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

[Read a special entry just for students about the Academic Integrity Policy](#)

[Read the complete University of Arkansas Academic Integrity Policy](#)



Watch Video

**Academic Integrity For Students**

User: University of Arkansas - Added: 8/16/12

Read the [Sanction Rubric](#) to understand the sanctions assigned to particular violations

### Streaming Course Videos

The most important part of this course is the viewing of selected videos, and you can stream these as many times as you want. But you are not authorized to save or copy these protected video streams (legal statement follows).

The copyright Law of the United State (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction, for purposes in excess of "fair use," the user may be liable for copyright infringement.

### Available Help / Student Support

For assistance with course content, contact your instructor.

For technical assistance with Blackboard, contact the **Blackboard Support** at (479-575-6804) or [bbhelp@uark.edu](mailto:bbhelp@uark.edu).

### Phone hours are:

Monday through Thursday from 7 a.m. to 10 p.m.

Friday from 7 a.m. to 5 p.m.

Saturday from 11 a.m. to 4 p.m.

Sunday from 6p.m. to 11 p.m.

If Blackboard is not responding after hours, call (479-575-2904) to alert staff. Limited technical support and troubleshooting is also available after hours.

All online students are automatically enrolled in a **Blackboard Student Tutorial**, where they can practice learning how to use tools in this learning management system. This resource can be accessed in your list of courses.

The Enhanced Learning Center (479-575-3546) offers various workshops in test taking, time and stress management, as well as study skills and tutoring for some courses.

The Quality Writing Center (479-575-6747) offers assistance in essay and report writing as well as grammar and sentence structure (options for online students are available).

The Center for Educational Access (voice 479-575-3104) (tdd 479-575-3646) assists students with disabilities and will determine reasonable accommodations that will enable every student to have access to the full range of programs and services. Email: [ada@uark.edu](mailto:ada@uark.edu)

C.A.P.S. (Counseling and Psychological Services) (479-575-5276) is available for students. Services are provided by licensed psychologists, counselors, and social workers.

The Pat Walker Health Center has a variety of health services available including on-campus clinics.

### Contacting Your Instructor

**email:** [trosteck@uark.edu](mailto:trosteck@uark.edu)

Email is the instructor's preferred mode of communication for the course and is checked regularly during the work week – if you email asking for a response and do not receive one within one working day (M-F), assume that your email may not have been received.



**Office Hours:**

The instructor will hold **Virtual Office Hours** for [Live Chat](#) via the Collaborate link in Blackboard. The links to join office hours will be found under the Virtual Office Hours in the Course Links section of the menu on the left. Hours are

Tuesday 9:30am - 10:30am

Wednesday 7:00pm - 8:00pm

Friday 2:00pm - 3:00pm

**QUESTIONS, ANSWERS, FEEDBACK Wall**

Post questions on the Questions "Wall". The link ("Questions, Answers, Feedback") is in the course menu and You can post anonymously if you want.

**Computer Access and Minimal Skills****Computing skills required:**

- You should have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- You must be able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.
- You must be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet.
- You must be able to use an e-mail program to send, receive, store, and retrieve messages.
- You must be able to download and install programs from the Internet.

**Computer Downtime**

Blackboard occasionally schedules "down time." Users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the UA Blackboard Help website. Please note that personal technical issues (i.e. computer crashes or failure of your internet service or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course. In such emergencies, you should use the on-campus computer labs, the Fayetteville Public Library, or publicly available hotspots.

**Mobile Computing**

There is a [free mobile app available](#) for BlackBoard. Installing this app will help you keep up with the course and may allow you submit some assignments and to participate in some course activities via your mobile device.

### Netiquette

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect each other.

- Use appropriate language for an educational environment:
- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University of Arkansas values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

### Hardware & Software Requirements

#### Hardware required:

- You should have access to a reliable computer with sound card and high speed internet connection to submit assignments , create products, participate in online activities, and view Internet resources. Do not rely on a public computer (e.g. library) to complete all activities, since these computers might have limitations that prevent you from using required applications for your course.
- Your computer should have sufficient space and processor speeds required by any software used in this course (will vary depending on your software version and operating system, but usually 10 GB hard disk space, 1 GHz processor and 1 GB memory will be sufficient).
- If your instructor requires you to participate in audio presentations, you must have a microphone (headset, free standing, or integrated with webcam) that works with your computer. If you are required to create video, you must have a webcam that works with your computer and the required application used in the course (i.e. Collaborate, ECHO 360, Kaltura, etc.)
- Care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you refer to the Support tab immediately so that proper assistance might be provided. In such emergencies, you should use the on-campus computer labs, the Fayetteville Public Library, or publicly available hotspots.

#### Software required:

- Latest versions of [Adobe PDF reader](#) , [Adobe Flash player](#) , and [Apple Quick Time](#) plug-ins to view certain files
- Latest version of [Java](#) to use required applications
- Current web browser (Firefox, Chrome, Internet Explorer, or Safari). Firefox is preferred. Blackboard advises that your web browser conforms to certain standards. If you have an out-of-date or

unsupported browser, it is suggested you either download a certified version of your current browser or a different certified browser before attempting to log into Blackboard. For more assistance, refer to the Blackboard [Support Checklist](#).

- Web browser: Your browser must be configured properly as follows:
  - JavaScript must be enabled.
  - Cookies must be enabled.
  - Pop-up windows must be enabled for learn.uark.edu.

You can purchase discounted software from the [UA Computer Store](#).

Additional Software may be required for your course such as:

- Word processing program, such as Microsoft Word, for creating documents
- Excel or other spreadsheet creation software

## COMM 4143 AMERICAN FILM SURVEY

### ***Instructor:***

**Frank Scheide**

**Office:** KH 523

**Phone:** 575-5961 Mailbox: Kimpel Hall 417

**Email:** [fscheide@uark.edu](mailto:fscheide@uark.edu)

Email is the best way to contact me, but you are also welcome to call my office phone. I usually return messages within 24 hours on week days. Messages left after 3:00 PM on Fridays may not get a response until the following Monday.

All assignments will be graded as soon as possible. The goal is to get back your results within 48 hours. Late assignments will not be accepted.

### ***Course Description, Objectives, and Outcomes***

COMM 4143 American Film Survey is a 3-credit upper division course designed to survey major American film genres, directors and films that have influenced the development of the motion picture from its origins to the present. This course examines the history of the American motion picture as an art form in a historical and cultural context. COMM 4143 American Film Survey is designed to:

- Examine the historical evolution of American film and consider how Hollywood motion pictures reflect the culture and time in which they were made.
- Explore how America's motion picture classics and major filmmakers influenced the evolution of cinema.
- Provide students with analytical perspectives that are used by historians and critics to study American film and the motion picture as an art form.

### ***Required Materials, Viewings, and Assignments***

Students are required to purchase two texts and pay to see one film at a local theater at their own expense. This web-based course requires reading the assignments, viewing the lectures and films, and submitting assignments online. You will need Silverlight and flash player plugins to view films on your computer.

The two texts to be purchased are *Movie-Made America: A Cultural History*, by Robert Sklar, and Timothy Corrigan's *A Short Guide to Writing about Film*. There are also two required essays which can be accessed online. With the exception of the two textbooks and the one outside screening for the online discussion near the end of the semester, all films, lectures, and readings required for this course are available on Blackboard.

### ***Course Requirements***

Along with the reading from the texts, students will be tested on information presented in lectures and films. You will also be required to complete a short blog describing who you are and your interest in taking the class, and four five point film critiques based on your reading from Timothy Corrigan's *A Short Guide to Writing about Film*. These assignments are due on the date and time listed in the course schedule. Students are also required to write a ten page paper and preliminary draft. Failure to do the readings, view lectures and films or satisfactorily complete the assignments may result in an unsatisfactory overall grade. It is not recommended that a student take this course unless he or she is able to complete the assignments by the due dates. No late assignments will be accepted.

**Online discussion is an important component for this class.** Your degree of participation will affect your score for each unit. It is possible to obtain 3 discussion points for each assignment. To get all three points a student must:

- 1) Make an initial position statement that will help foster discussion.
- 2) Post a response to a thread that another student has started.
- 3) Monitor comments that other students have made to your thread and engage in a dialog. Failure to respond to what others have contributed to your thread may result in the loss of this point.

Participation in discussion does require students to make their initial position statement early so that there is enough time for people to respond to what you have said. Filing comments a few minutes prior to the time that a discussion closes does not encourage group participation. The following are some examples of scores students got for discussion points in previous offerings of this course and reasons as to why:

**.5 point** - Good position statement but you didn't reply to those who responded to your thread. Good response to another thread but no follow up. Both your posts were done in the space of ten minutes. More interaction needed after you have posted your initial statements.

**1 point** - Good position statement and an interesting comment when responding to another thread. You generated an interesting thread but did not respond to those who added to it.

**2 points** - Good position statement, participation in other threads, and nice interaction with those who responded to your thread. Very good discussion participation.

### ***Class Screenings***

Students will be tested on a number of films and film clips. Each motion picture has been chosen as an example for assisting students to better appreciate some important aspect of American film history. Because these motion pictures will be considered from a historical, cultural, and critical context, students may be asked to view these films in a manner that is different from the way they generally watch movies. Students are requested to pay particular attention to the first and last shot of a film as well as consider questions that the instructor will ask them to address during the course of the viewing. Film students should also watch the closing credits for information that may add to a better understanding of that motion picture. Failure to do the above may result in missing pertinent information that might be addressed in an exam.

### ***Student Evaluation***

You will be responsible for 3 exams, 5 class exercises, a rough draft of your final paper, the final paper, and 36 class discussions. The distribution for determining your final course grade is as follows:

#### Assignment List

First Exam	(90 minute limit open book, essay).	100 points
Second Exam	(90 minute limit open book, essay).	100 points
Final Exam	(90 minute limit open book, essay).	100 points
5 Exercises	These assignments consist of a blog entry where you introduce yourself to the class (4 points), and four two page (approx. 900 word) film critiques (5 points each).	24 points
Rough Draft	A rough draft of the final paper.	20 points
Final Draft	Ten page paper.	100 points
Class Discussion	Students will receive two points for each daily online discussion. To receive full credit a student must post a position statement, respond to other posts, and interact with students who have responded to their thread.	36 points

### ***Testing Policy***

There are three exams that can be accessed online for a 12 hour period on the designated dates. Each exam can only be accessed once and the student will have 90 minutes to complete it. The format will be open book essay. These exams are meant to assess individual work and collaboration is not allowed. If collaboration occurs it will be recognized as a form of academic dishonesty and the University of Arkansas academic integrity policy will be enforced.

### ***Grade Distribution***

Scores will be posted on Blackboard and it is the student's responsibility to keep track of his or her progress in this course. Grade distribution is determined by the overall performance of the entire class. Until a curve is established based upon the overall class performance, the assumed final grade distribution for COMM 4143 American Film Survey is:

## Grade Distribution

90 to 100%	A	450-500 points
80 to 89%	B	400-449 points
70 to 79%	C	350-399 points
60 to 69%	D	300-349 points
59% and Below	F	299-0 points

Once the final distribution is determined some students will find that they have missed a higher letter grade by a few points. While understandably frustrating, this is not justification for a change of grade. Since the distribution reflects the performance of the overall class it would be unfair for the instructor to adjust one student's grade because it is borderline without also taking into account the grades of all the other students in the course. No points can be earned for this class after the final has been taken.

### ***Academic Integrity Policy***

Read the *University of Arkansas Academic Honesty Syllabus Statement* below and submit confirmation (linked from the START HERE! and the first week's folder) to the instructor that you are aware of and will abide by the university's policy regarding academic integrity. The confirmation is due by the end of the first week of the semester. Grades will not be put online until after this confirmation is submitted to the instructor.

### ***University of Arkansas Academic Honesty Syllabus Statement***

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

### ***Policy Concerning Attendance/Class Participation, Excused Absences, and Incomplete Grades***

This course follows the guidelines for determining attendance/class participation and excused absences identified by the University of Arkansas Faculty Senate on May 26, 1999:

Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible.

Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student's immediate family or other family crisis, 3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students' Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Arrangements will be made to allow students to make up exams relative to excused absences.

This course follows the guidelines for allowing an incomplete grade as identified by the Office of the Associate Dean for Academic Affairs on December 10, 2007:

**A mark of "I" may be assigned when a legitimate good cause has prevented the student from completing all course requirements, and the work completed is of passing quality. It is the discretion of the instructor that determines what qualifies as a legitimate good cause. It is recommended that the instructor, prior to the assignment of an "I" mark,**

document the legitimate good cause and conditions for completing course requirements. An "I" so assigned may be changed to a grade provided all course requirements have been completed within 12 weeks from the beginning of the next semester (excluding summer semesters) of the student's enrollment after receiving the "I." If the instructor does not report the grade within the 12-week period, the "I" shall be changed to an "F." When a mark of "I" is changed to a final grade, the grade points and academic standing are appropriately adjusted on the student's official academic records (2007-08 UA Catalog of Studies, p. 37).

### ***Accessibility Concerns and Accommodations***

We strive to be in accord with the 504/Americans with Disabilities Act. If you need assistance or accommodations, please contact the Center for Educational Access and we will work together to enable you to succeed in this class.

Contact them via the Web at: <http://cea.uark.edu> Email: [ada@uark.edu](mailto:ada@uark.edu) Phone (voice): (479) 575-3104 Phone (TDD): (479) 575-3646

### ***Counseling and Psychological Services***

CAPS offers confidential counseling services by licensed psychologists, counselors, and social workers.

More information at <http://health.uark.edu/CAPS> or call (479) 575-CAPS.

### ***Inclement Weather Policy***

In the event that the campus is closed for inclement weather you will still be responsible for your course work. If a known weather event is approaching, you should plan to turn in your work early in case you experience a power outage.

If the University should officially close due to inclement weather, your class will not meet. You can easily find out if the university is closed through **RazALERT**.

Appropriate adjustments to the schedule will be made and announced by e-mail as soon as possible. Otherwise, your instructor plans to meet ALL scheduled classes. Off-campus students who find travel too hazardous to attempt, will not be penalized, but will be responsible for any work missed. If (in your best judgment) you are unable to get to class because of inclement weather, it is your responsibility to contact your instructor via e-mail or voice mail. You should exchange contact information with two of your classmates as early as possible in order to find out the information that you missed.

### **Sign Up Now for RazALERT Text Messages, Extra Contact Numbers**

Students, faculty and staff members at the University of Arkansas are automatically registered to receive alerts from the university's RazALERT (pronounced raise-alert) emergency notification system.

In an emergency situation – and only in an emergency situation – RazALERT will send voice and email messages to the numbers and addresses listed in individuals' ISIS or BASIS account. To get text messages or teletype phone messages however, individuals must provide specific contact information, essentially giving the university permission to send those messages. Students, faculty and staff can have as many as six telephone numbers and two email addresses listed for notification. Students, for example, may choose to have their parents receive emergency voice messages by listing their home phone number; or, a family member's email address can be added so that they will get an emergency email message.

Contact information may be updated at any time through the ISIS service for students or the BASIS database for faculty and staff. The office of university relations recommends that students, faculty and staff update their notification preferences at the beginning of each semester or whenever they change their phone numbers or e-mail addresses.

More information about RazALERT is available at <http://emergency.uark.edu/>.

### **RazALERT System Informs Campus Community of Emergency Situations; Update Your Account Now**

FAYETTEVILLE, Ark. – A single, integrated system now provides University of Arkansas students, faculty and staff with all the emergency information they need, both immediate and long-term.

The emergency notification system is called RazALERT (pronounced "raise-alert"). It allows authorized administrators or University Police to send immediate emergency messages to all students, faculty and staff by e-mail, cell phone, text message, home phone and TTY/TTD teletype phones.

“The safety of those who are part of the university community is a top institutional priority,” said Tysen Kendig, associate vice chancellor for university relations. “Up-to-date communication reduces the spread of misinformation, maintains order and provides clear direction. RazALERT is simply the best, fastest and most authoritative source for accurate information during any kind of emergency situation at the University of Arkansas.”

Students, faculty and staff are automatically enrolled in the emergency notification system through their accounts in ISIS (Integrated Student Information System) or BASIS (Business and Administrative Strategic Information Systems). They can update or change their contact information at any time through those accounts. In addition, everyone in the system can have as many as six phone numbers and two e-mail addresses in their account, if, for example, they want their parents to receive the same emergency messages. The office of university relations recommends that students, faculty and staff update their notification preferences at the beginning of each semester or whenever they change their phone numbers or e-mail addresses.

RazALERT was designed for the university and installed in 2008 as part of the Connect-ED communication service from Blackboard Connect Inc.

The system got its first true test during the January 2009 ice storm, when RazALERT was used three days in a row to notify the campus that classes were cancelled and many offices were closed due to the inclement weather and to issue other advisories about conditions on campus.

“RazALERT worked exactly as it was supposed to during the ice storm despite extreme conditions that crippled most communications in the region,” said Kendig. “The messages were sent to everyone in the system at least 30 minutes before they were broadcast on local news media.”

RazALERT has a 24-hour dimension, as well: a Web site with a full range of useful emergency information. The site, found at <http://emergency.uark.edu>, includes complete information about the RazALERT system, contact information for all the emergency services on campus and in the immediate area, a review of the university’s emergency procedures and useful tips on “what to do” in a wide assortment of emergency situations.

“The university’s emergency Web site contains virtually all of the information people should know in the event of an emergency, and it’s presented in a very accessible way that can be updated as often as events warrant,” said Kendig. “No one wants bad weather or any other type of emergency, but between the RazALERT notification system and the Web site, the university is as prepared as possible to provide the necessary information to everyone in the campus community via the myriad of communication devices used by our students, faculty and staff.”

#### **Pat Walker Health Center Class Excuse Policy:**

##### **Class Excuse Policy:**

**The Pat Walker Health Center will not give class excuses.**

##### **Explanatory Statement for Excuse Policy**

The Pat Walker Health Center cannot release protected health information (which includes dates and times our services are utilized) due to federal HIPAA regulations relating to health care privacy. However, we do share in the common goal with the University of Arkansas to have students attend class in a good state of health. If an illness will prevent a student from attending classes for an extended period of time the Dean of Students will be notified with the student's permission.

However, students and faculty may find it useful to use the [Absence from Class Form](#).\*

*(\* Please Note: Furnishing false or misleading information to a member of the faculty, staff, student, or law enforcement official acting in an official capacity will result in disciplinary proceedings in accordance with section I.B.32 of the Student Code of Conduct.)*

For additional perspectives regarding the Pat Walker Health Center Excuse Policy, please review the following:

#### **[Director's Explanation for Class Excuse Policy](#)**

If You need to access the website for the Pat Walker Health Center, <http://health.uark.edu/> click on Forms, and then click on "Absence from Class Form", and fill it out and email to your professor.



## ↑ Academic Honesty Syllabus Statement

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://honesty.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

[Read the complete University of Arkansas Academic Integrity Policy](#)



### Academic Integrity For Students by Provost Dr. Gaber

**Duration:** (3:43)

**User:** universityarkansas - **Added:** 8/16/12

**YouTube URL:** <http://www.youtube.com/watch?v=LpiVjJWpb8w>

Read the [Sanction Rubric](#) to understand the sanctions assigned to particular violations

## Netiquette

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University of Arkansas values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

## ↑ Available Help / Student Support

**For assistance with course content, contact your instructor.**

**For technical assistance with Blackboard,**

contact the **Blackboard Help Desk** at (479-575-6804) or [bbhelp@uark.edu](mailto:bbhelp@uark.edu).

When emailing for help, please include:

- your name
- the name of the course

- the instructor's name
- describe the problem

**Phone hours are:**

Monday through Thursday from 7 a.m. to 10 p.m.

Friday from 7 a.m. to 5 p.m.

Saturday from 11 a.m. to 4 p.m.

Sunday from 6 p.m. to 11 p.m.

If Blackboard is not responding after hours, call (479-575-2904) to alert staff. Limited technical support and troubleshooting is also available after hours.

All online students are automatically enrolled in a **Blackboard Student Tutorial**, where they can practice learning how to use tools in this learning management system. This resource can be accessed in your list of courses.

## CLASS+ Center for Learning and Student Success

Student services have united into the [Center for Learning and Student Success](#).

Some of the services that CLASS+ provided:

- **+Academic Coaching:** Learning coaches provide individualized, one-on-one sessions to help you study smarter.
- **+Supplemental Instruction:** Once you begin a course, your faculty member will provide information about Supplemental Instruction. Registration generally opens during the second week of class.
- **+Tutoring:** CLASS tutoring is scheduled in 50 minute appointment blocks. You can also walk in without an appointment, and if an appointment is available, a tutor will be glad to help you. If you have a quick question, you can call 479-575-2885.
- **+Writing Support:** Our tutors provides one-on-one tutoring assistance at any stage of the writing process. You can work with our friendly and supportive tutors in person or upload your paper for online feedback. Tutors help you learn revision strategies for developing your academic and professional writing skills (options for online students are available).

If you have a quick question, you can call 479-575-6747 or email [writcent@uark.edu](mailto:writcent@uark.edu). You also may find the answers and help on their [FAQ page](#)

### Additional Student Services and Resources

The [Center for Educational Access](#) (voice 479-575-3104) (tdd 479-575-3646) assists students with disabilities and will determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

Email: [ada@uark.edu](mailto:ada@uark.edu)

[C.A.P.S. \(Counseling and Psychological Services\)](#) (479-575-5276) is available for students. Services are provided by licensed psychologists, counselors, and social workers.

The [Pat Walker Health Center](#) has a variety of health services available including on-campus clinics.

## ↑ Hardware & Software Requirements

### Hardware required:

- You should have access to a reliable computer with sound card and high speed internet connection to submit assignments , create products, participate in online activities, and view Internet resources. Do **not** rely on a public computer (e.g. library) to complete all activities, since these computers might have limitations that prevent you from using required applications for your course.
- Your computer should have sufficient space and processor speeds required by any software used in this course (will vary depending on your software version and operating system, but usually 10 GB hard disk space, 1 GHz processor and 1 GB memory will be sufficient).
- If your instructor requires you to participate in audio presentations, you must have a microphone (headset, free standing, or integrated with webcam) that works with your computer. If you are required to create video, you must have a webcam that works with your computer and the required application used in the course (i.e. Collaborate, ECHO 360, Kaltura, etc.)
- Care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you refer to the Support tab immediately so that proper assistance might be provided.

## Software required:

- Latest versions of [Adobe PDF reader](#) , [Adobe Flash player](#) , and [Apple Quick Time](#) plug-ins to view certain files
- Latest version of [Java](#) to use required applications
- Current web browser (Firefox, Chrome, Internet Explorer, or Safari). **Firefox is preferred.** Blackboard advises that your web browser conforms to certain standards. If you have an out-of-date or unsupported browser, it is suggested you either download a certified version of your current browser or a different certified browser before attempting to log into Blackboard. For more assistance, refer to the Blackboard [Support Checklist](#).
- Web browser: Your browser must be configured properly as follows:
  - JavaScript must be enabled.
  - Cookies must be enabled.
  - Pop-up windows must be enabled for learn.uark.edu.You can purchase discounted software from the [UA Computer Store](#).  
Additional Software may be required for your course such as:
- Word processing program, such as Microsoft Word, for creating documents
- Excel or other spreadsheet creation software

# Political Communication COMM/PLSC 4373:

**Professor Rob Wicks**  
([rwicks@uark.edu](mailto:rwicks@uark.edu))  
**Kimpel Hall – 417**  
**Office Phone – 479-575-5958**  
**E-mail address: [rwicks@uark.edu](mailto:rwicks@uark.edu)**



## *What is Political Communication?*

As with many terms in social science, political communication has also been difficult to define. For instance, Robert E. Denton and Jim A. Kuypers in their book *Political Communication in America* characterize political communication in the form of intentions of its senders to influence the political environment. The crucial factor that makes communication 'political' is not the source of a message, but its content and purpose. Brian McNair provides a similar definition when he writes that political communication is "purposeful communication about politics." For McNair this means that this not only covers verbal or written statements, but also visual representations such as dress, make-up, hairstyle or logo design. With other words, it also includes all those aspects that develop a "political identity" or "image." There are many academic departments and schools around the country that specialize in political communication. These programs are housed in programs of communication, journalism, and political science, among others. The study of political communication is clearly interdisciplinary.

## *Required Texts and Readings*



Media Politics: A Citizen's Guide – Third Edition (ISBN 978-0-393-93779-4)

## ***Blackboard***

Please review all of the tabs in Blackboard. You will find:

- Welcome to *Political Communication*. This syllabus provides a broad overview of the course.
- *Announcements*: At the top of the menu is a link that will bring you to announcements for the week.
- *START HERE*: This tab provides a brief overview of the class.
- *Instructor info*: This tab provides a bit about me and how to get in touch.
- *Textbook Info*: This tab provides information on the textbook. Make sure you use the correct ISBN Number (ISBN 978-0-393-93779-4).
- *Weekly Content*: This is the heart and soul of the class. Shortly we will review how to use this section.
- *Group Discussion*: You will be assigned to a Wiki. This is where the weekly discussion on the readings and videos will take place.
- *Send a course e-mail*. This tab enables you to send e-mail to the class and instructors.
- *Check Grades*: This is where I will post grades

The weekly content folder contains five units. Each unit has three topics and an example is presented below:

### Unit 1: Defining Political Communication and the Democratic Process

Week 1 – Introduction: Image is Everything – Iyengar, Chapter 1

Week 2 – Political Communication Defined – Denton, Chapters 1 & 5

Week 3 – The Press and the Democratic Process – Iyengar, Chapter 2

## ***Weekly Assignments***

Each week you will open the folder for that week and instructions for the weekly assignments will appear. Each week, you will be responsible for:

1. reading chapter(s) in the textbook.
2. reading article(s) placed in Blackboard.
3. watching the videos for the week.
4. contributing to class discussions in your small group wiki. This discussion should be based on the readings and videos rather than simply your opinion on the topic. You must stay focused and participate in an intelligent and scholarly way.
5. writing a weekly 350 word essay in your journal. The weekly writing assignment is designed to help you contextualize the readings and the videos. This is a synthesis report as opposed to a descriptive paper.
6. quiz at the end of each of the five main units.
7. The final week will include only a quiz on the readings and it is due the Wednesday before dead day at 11:59 pm.

## ***Class Format***

This is a seminar class. Like any seminar, your participation is required. Each week the class will engage in an online discussion. Your participation should be informed by the readings and videos.

## ***Class Policies***

- All work must be submitted by deadline. Late work will not be accepted.
- The instructor will check e-mail regularly. I will respond to questions within 24 hours (except weekends).

## ***Grading and Assignments***

- |   |                          |
|---|--------------------------|
| • <i>Five Online Quizzes Due Sundays at 11:59 pm</i>                        | <i>100 points</i>        |
| • <i>Weekly Online Reading Analysis/Discussion Due Thursday at 11:59 pm</i> | <i>130 points</i>        |
| • <i><u>Weekly Online Journal Entries Due Sunday at 11:59 pm</u></i>        | <i><u>130 points</u></i> |
| • <b><i>Total</i></b>   | <b><i>360 points</i></b> |
| • <i>Bonus for Exceptional or Exemplary Analysis</i>                        | <i>20 points</i>         |

### ***Grade Scale***

360 to 324 = A

323 to 288 = B

287 to 252 = C

251 to 216 = D

215 to 0 = F

### ***Blackboard Support***

If you have any questions about **Blackboard** contact Blackboard Support: 479-575-6804

**Mon - Thurs:** 7 am - 10 pm

**Friday:** 7 am - 5 pm

**Saturday:** 11 am - 4 pm

**Sunday:** 6 pm - 11 pm

email: [bbhelp@uark.edu](mailto:bbhelp@uark.edu)

### ***Etiquette Policy***

See <http://handbook.uark.edu/codeofstudentlife.php> for Code of Student Life Policy.

Remember you are in a college level course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, blog posts, wiki activity, etc.) should:

- use correct misspelling or bad grammar
- avoid the use of emoticons [ :-) :-( etc.]
- should not use net abbreviations (LOL, idk, etc.)
- avoid the use of slang (sup!, that's cool!, etc. . )

When posting comments on other people's work in blogs, wikis, or peer reviews keep your tone positive and encouraging. Use term like "I think" or "I believe" "such and such would be better" instead of "you should" or "you need to" "change such and such."

You will probably also want to review the [Code of Student Life from the Student Handbook](#).

### ***Accommodations under the Americans with Disabilities Act:***

When possible, and in accordance with 504/ADA guidelines, staff members from the [Center for Educational Access](#) will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

Phone: 479/575-3104

E-mail: [ada@uark.edu](mailto:ada@uark.edu)

## *Academic Integrity at the University of Arkansas*

See <http://provost.uark.edu/245.php> for Academic Integrity Policy

Responsibility for understanding and adhering to the values of academic integrity, including being familiar with and complying with this policy, lies with individual students as members of the University community. The University shall assist students in meeting this responsibility through educational efforts such as training held during both undergraduate and graduate new student orientation, and on-line training modules, and may also include training during program-level orientation and in individual classrooms. The University shall also provide a statement on academic integrity that faculty will be encouraged to include in all course syllabi. Again, however, as developing scholars, students must take the initiative to familiarize themselves with and clarify expectations regarding academic integrity.

## *Inclement Weather or Technical Problems*

In case of inclement weather or technological problems that prevent the University from providing access to course materials you may send the instructor an email inquiry. In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.

Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the [UA Blackboard Help web site](#). Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.



Weeks	Topic
<p><b><u>Unit 1: Weeks 1 to 3</u></b></p> <p><b>Analyzing Image, Political Communication and Propaganda</b></p>	<p><b>Week 1 – Image is Everything – Practice Week</b>  <b>Iyengar, Chapter 1</b></p> <p><b>Essay and WIKI Discussion:</b></p> <p>Watch the video clips for Chapter 1. Find a YouTube clip illustrating image formation by a politician and post it on your WIKI.</p> <p>Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.</p>
	<p><b>Week 2 – Political Communication Defined</b>  <b>Denton &amp; Kuypers, Chapters 1 and 5</b></p> <p><b>Essay and WIKI Discussion:</b></p> <p>Find a YouTube clip that illustrates political communication. Specifically, try to find an example that show short-term orientation, communication based on objectives, importance of the mass media and audience-centered politics.</p> <p>Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.</p>
	<p><b>Week 3 – What is Propaganda?</b>  <b>Walton – online in Blackboard</b></p> <p><b>Essay, WIKI Discussion and Test 1:</b></p> <p>Watch the documentary <i>King of Bain</i>. Analyze it in terms of political communication and propaganda. Make sure to explain the difference between the two concepts.</p> <p>Write a 1000 word (1,500 for graduate) essay analyzing the documentary for the week. Summarize your thoughts and enter them into the WIKI.</p>
	<p><a href="#">King of Bain</a> (Click here to watch the video)</p> <p><b>Quiz 1 is part of the essay for the week.</b></p>

**Unit 2: Weeks 4 to 6**

**The Democratic Process, The Media Marketplace, and the Decline of Adversarial Journalism**

**Week 4 – The Press and the Democratic Process  
Iyengar, Chapter 2**

**Essay and WIKI Discussion:**

Watch all six of the video clips related to Chapter 2. Draw comparisons between the British video clips and analyze them in the context of propaganda and political communication.

Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.

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**Week 5 – The Media Marketplace: Where American’s Get the News  
Iyengar, Chapter 3**

**Essay and WIKI Discussion:**

Watch the three video clips related to Chapter 3 and critique them in the context of effectiveness.

Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.

---

**Week 6 – Reporters and Official Sources, and the Decline of Adversarial Journalism  
Iyengar, Chapter 4**

**Essay and WIKI Discussion:**

Do the video clips for Chapter 4 suggest trends in how media have changed over the years?

Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.

**Quiz 2**

<p><b><u>Unit 3: Weeks 7 to 9</u></b></p> <p><b>Political Language, Press Performance and Campaigning</b></p>	<p><b>Week 7 – The Uses of Political Language – Denton, Chapters 3 &amp; 4</b></p> <p><b>Essay and WIKI Discussion:</b></p> <p>Find YouTube examples of news and information that may contribute to political socialization</p> <p>Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.</p>
	<p><b>Week 8 – Agenda Setting, Priming and Framing – Denton, Chapter 6 and McCombs (online)</b></p> <p><b>Essay and WIKI Discussion:</b></p> <p>Find YouTube examples of both media and politician efforts to set the media agenda.</p> <p>Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.</p>
	<p><b>Week 9 – New Forms of Campaigning – Iyengar, Chapter 5</b></p> <p><b>Essay and WIKI Discussion:</b></p> <p>Analyze the three video clips for Chapter 5 and provide examples how these represent new forms of campaigning.</p> <p>Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.</p> <p><b>Quiz 3</b></p>

**Unit 4: Weeks 10 to 12**

**Shaping the News**

**Week 10 – Campaigning Through the Media –  
Iyengar, Chapter 6**

**Essay and WIKI Discussion:**

Essay and WIKI: Analyze the 18 clips associated with Chapter 6 and explain which were effective or ineffective.

Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.

**Week 11 – Governing Through the Media –  
Iyengar, Chapter 7**

**Essay and WIKI Discussion:**

Analyze the five clips associated with Chapter 7 and explain which were effective or ineffective.

Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.

**Week 12 – News and Public Opinion –  
Iyengar, Chapter 8**

**Essay and WIKI Discussion:**

Analyze the three clips in Chapter 8 and explain which were effective or ineffective.

Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.

**Quiz 4**

<p><b><u>Unit 5:</u></b> <b><u>Weeks 13 to 15</u></b></p> <p><b><u>Media Effects</u></b></p>	<p><b>Week 13 – Campaigns that Matter – Iyengar, Chapter 9</b></p> <p><b>Essay and WIKI Discussion:</b></p> <p>Analyze the four clips associated with Chapter 9 and explain which were effective or ineffective.</p> <p>Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.</p>
	<p><b>Week 14 – Consequences of Going Public – Iyengar, Chapter 10</b></p> <p><b>Essay and WIKI Discussion:</b></p> <p>Write a 350 word essay describing that analyzing the video(s) for the week. Summarize your thoughts and enter them into the WIKI. Specific questions will be asked in each weekly folder.</p>
	<p><b>Week 15 – Evaluating Media Politics – Iyengar, Chapter 11</b></p> <p><b>No Essay and WIKI Discussion this week</b></p> <p><b>Quiz 5</b></p>

# QUESTIONS TO ASK WHEN EXAMINING A POSITION

## Issues to Consider During Reading Analysis

In your long-form report and in the weekly discussion points, you will address the following issues (See QUESTIONS TO ASK and PROPAGANDA ALERT at the end of the syllabus):

Question: How empirical are the book chapters and essays?

Question: What is fact? What is opinion?

Question: What propaganda is being used?

Question: What cause/effect relationships are proposed?

Question: Are these cause/effect relationships merely coincidence?

Question: Is information distorted?

Question: Are analogies faulty?

Question: Question: Are the authors oversimplifying the issue?

Question: Are the authors stereotyping?

Question: Are there faulty generalizations?

It is vital to learn how to evaluate an argument calmly and objectively. Discussing the following questions will help. These questions will enable you to break down an argument into its component parts, thereby avoiding the common tendency to be swayed by a presenter's delivery techniques or by one's own set of biases and opinions.

### 1. Question: *How Empirical Is the Presentation?*

The most persuasive argument is the one that supports its thesis by referring to relevant, accurate, and up-to-date data from the best sources possible. One should investigate the credibility of the author, how recent the material is, the type of research (if any) that supports the position outlined, and the degree of documentation behind any argument. Empiricism implies going to the best source for material. This suggests that original research material is preferable to secondary sources, which in turn are preferable to hearsay.

### 2. Question: *What Is Fact? What Is Opinion?*

A *fact* is a statement that can be proven. In contrast, an *opinion* is a statement that expresses how a person feels about an issue or what someone thinks is true. Many authors blend fact and opinion; it is the responsibility of the critical thinker to discriminate successfully between the two. This process of

discrimination often ties in with the concept of empiricism. Facts are generally empirically determined from research. They are documented and can be known or observed by other people. Facts can be verified in other sources or can be replicated by other research. Good facts should be most convincing in any issue. Opinions should carry less weight in evaluating an argument. While the writer may believe them to be true, opinions are a product of the writer's biases and personal system of beliefs. While many opinions make good sense and may win a reader's approval, they must still be classified as mere opinions if there is no factual evidence supporting them. Opinion may, in fact, be entirely correct, but generally it still should be viewed with less trust than facts. Some statements contain both fact and opinion. For example, research has demonstrated that animals living in crowded cages show more aggressive behavior than those living in less crowded cages. A statement such as "Overcrowding of people in slum areas will foster high levels of aggression, rape, and child abuse in the same way that one sees in caged animals" contains elements of both opinion and fact.

### 3. Question: *What Propaganda Is Being Used?*

*Propaganda* is information presented in order to influence a reader. It is not necessarily "good" or "bad." Many authors consciously use propaganda techniques in order to convince their readers of their special point of view. A close look at the author's background or some of the motivations and editorial policies of the source of the publication may provide clues about what types of propaganda techniques might be used.

### 4. Question: *What Cause/Effect Relationships Are Proposed?*

Much material is written to establish or advance a hypothesis that some circumstances "cause" specific things to happen. Experiments often consist of searching for cause/effect relationships. Scientists seem to be linking more and more observations with their antecedent causes. Students should note when an issue has at its heart a disputed cause/effect relationship; isolating the claim and examining the relationship is the readers' responsibility.

### 5. Question: *Are These Cause/Effect Relationships Merely Correlations?*

Many cause/effect statements are flawed because no appropriate research or evidence has isolated a single cause. There may be other hidden factors underlying the relationship. A good example is this statement: "Birds fly south in winter because it gets cold in northern areas." This statement is plausible, and many readers would accept it because it "makes sense." Data exist to show a relationship between temperature and bird population density: population decreases as temperature decreases. However, no experiment has conclusively established that temperature is a causative factor of bird migration. Alternative hypotheses may very well also explain the behavior. Food supplies may become scarce during low-temperature periods, breeding instincts may precipitate migration, or the birds may simply want a change of scenery! If sufficiently controlled experiments could rule out these alternative hypotheses, the cause/effect statement could be made. As it is, a simple correlation (statement of coincidence) is all that remains: "Birds fly south at the same time that the weather turns cold." It would even be possible

(although not very plausible) with the observed data to infer the opposite causation: "It turns cold in the northern latitudes because the body heat from migrating birds is no longer present!" Students should be made aware that faulty cause/ effect statements may be a major source of confusion and misdirection used by authors to defend their points of view. In some cases, the faulty cause/effect proposition is the only rationale used by an author. A good technique for analyzing this sort of error is to have the students try to generate alternative plausible hypotheses for any proposed cause/effect relationship.

6. Question: *Is Information Distorted?*

Many authors, in an attempt to produce facts to substantiate their positions, quote statistics and research that support their viewpoints. All of these statements of facts may be biased. “Statistics don’t lie—statisticians do” is a truism. Students should always question the bias involved in obtaining and presenting data. If averages are given, ranges and standard deviations should be evaluated critically. One interesting question that can be raised is: What statistics or data are missing? If a simple survey could be done (in lieu of a statement such as “Most Americans believe that . . .”), why was such an easily supportable piece of data not produced? Students should learn not to be too easily impressed by statistical data. Tabulated numbers or graphs may only reflect opinions.

7. Question: *Are Analogies Faulty?*

Many authors make much of analogies as they attempt to prove their theses. An *analogy* is a comparison of a hypothesis (which is unproven) to a known set of causal events. For example, a statement such as “The United States should not be getting involved in Iraq’s politics; we will have another fiasco as we did in Vietnam” uses an analogy. However true the second part of the sentence may or may not be, it should not necessarily be accepted as a demonstration of the truth of the first part of the sentence. Analogies usually ignore many differences (in this example, differences in military position, geographic location, political motivation, and other factors) that make the current situation unsuitable for comparison and render the analogy worthless.

8. Question: *Is the Author Oversimplifying the Issue?*

Authors generally try to show their theses in the best possible light and to discredit opposing positions. When authors are so single-minded as to completely ignore opposite positions, they probably are guilty of over-simplification. It may be argued, for example, that bilingual education has been shown to be beneficial for students. However, if data are presented without a discussion (even a derogatory discussion) of the many social ramifications of bilingual education programs, the argument has not answered all of the important questions.

9. Question: *Is the Author Stereotyping?*

This sort of logical flaw is similar to the cause/effect flaw. The authors may have observed some general behavior; they then may attempt to apply this general behavior (which may or may not be true) to a specific individual or situation. For example, if an author asserts that American cars are inferior to foreign cars (which may or may not be true), he or she might not establish that any *particular* American car is truly inferior. Each point should be analyzed as it is empirically observed, not as it is grouped with other observations.

10. Question: *Are There Faulty Generalizations?*

In the case of a faulty generalization, a judgment is based on inaccurate or incomplete information. For example: “Ducks and geese migrate south for the winter; therefore, all birds migrate south for the winter.” In presentations, many subtle forms of inappropriate generalizations may occur. The most common form concerns research in one area being applied to other areas (as in faulty analogy). For example: “The brain deals in electric potentials. Computers deal with electric potentials. We can thus say that the brain is a computer.”



Another example of a faulty generalization is when an author observes only one event or cites only one case study and infers that this applies to many other phenomena. Sigmund Freud could be considered guilty of this— his theories of behavior are derived from only a few published observations of individual case studies.

# PROPAGANDA ALERT

**C**ritical thinking requires you to be actively involved with your reading assignments. The following is a list of some of the more commonly used propaganda techniques, which is derived from *Analyzing Controversy: An Introductory Guide* by Gary K. Clabaugh, La Salle University, and Edward G. Rozycki, Widener University (Contemporary Learning Series, 1997). Be on the alert for those as you read the Taking Sides debates.

## Generalization

One kind of generalization that can be hard to identify, interpret, or test is the reification. To reify means to treat a vague general term as if it were a concrete, even living, thing. Reifications tend to obscure important questions about responsibility, cost, and benefit. In addition, they are frequently used to demean or demonize entire groups of people.

We encounter reifications every day. Below are some headlines from a major metropolitan newspaper with possible reifications italicized?

- *Drug Company* Did Not Act on AIDS Virus Warning
- *City* and *Union* Extend Strike Deadline
- *Chinese Police* Detain Wife of Political Prisoner
- Clinton Calls on *UN* to Cut Back on Waste

These are story headlines, and, in most cases, in the body of the story, we learn who in the drug company failed to act, which city and union officials extended the strike deadline, and so forth. Sometimes, however, these vital details never emerge. Consider a column we found on the commentary page of a local newspaper with the headline: “UN should clean up its act.” The columnist charges that “... *the UN’s bureaucracy* has long ago forsaken its commitment to Article 100 of the [UN] Charter.” (Article 100 forbids UN staffers from seeking or receiving instructions from any government.) He denounces “*UN apparatchiks [who]* have tried to cover their trail . . .” and charges that “*The UN bureaucracy . . .* inhabits a culture of paranoia, fearful always that a powerful member country or a powerful block of countries is looking over their shoulder” [stress added.] There are over 20,000 UN employees working worldwide at many different jobs, but the reader is encouraged to lump them all together as “apparatchiks” (a derisive term for Soviet-era bureaucrats) and “the UN bureaucracy.” Some UN employees may well deserve such labels; but most must surely be worthy and do admirable work. Consider, as an example, those who sacrificed their lives attempting to bring food and medicine to besieged Bosnians. Do they deserve such labels?

## Name Calling

Many people would not directly insult those who disagree with them. Such people often pride themselves on either their civility or objectivity. Nonetheless, they often subtly insult their opponents not by focusing on the argument but by questioning their opponents' character or motives. In evaluating competing sides of a controversial issue, look for terms that delegitimize interests (rob them of their legitimacy). Whose interests they invalidate can be quite revealing. For example, in "The Tilt to the News: How American Journalism Has Swerved from the Ideal of Objectivity," *The World and I* (December 1993), H. Joachim Maitre denounces the alleged liberality of National Public Radio (NPR). He cites as an example NPR's correspondent at the Supreme Court, Nina Totenberg, for her "stubborn effort to prevent Clarence Thomas from being confirmed as a justice of the Court." He might have said "intensive," "tireless," or "persistent" effort. "Stubborn" delegitimizes her actions without giving reasons as to why he thinks she was wrong.

### **Emotions and Persuasion**

However irrelevant they might be when it comes to factual claims or the logic of an argument, feelings still play a particularly crucial role in persuasion. In fact, Aristotle classified emotional appeals (pathos) as one of the most effective means of influencing others. Some appeals to emotion are uncalculated, coming from disputants who are emotionally wrapped up in the issue themselves. But others emanate from practiced publicists or cunning propagandists who play on emotions as skillfully as a virtuoso plays the piano. We should be wary of this. Some classic appeals to emotion that you should watch out for follow.

#### **Appeals to Fear**

Fear as a self-protective response is perfectly reasonable. But this same emotion can also cloud judgment. And, as in the case of envy, fear can be played upon. Some possible indicators that fear is being appealed to are the use of the fear (F) terms instead of the more neutral (N) terms in the following pairs: (F) bully (N) assertive; (F) aggressive (N) self-confident; (F) sneaky (N) cautious; (F) underhanded (N) circumspect; (F) furtive (N) discreet; (F) surreptitious (N) watchful; (F) out-of-control (N) spontaneous; (F) impulsive (N) freewheeling; (F) rash (N) instinctive; (F) reckless (N) carefree. The point is that the same essential trait or behavior can be referred to in a way that plays on our feelings, in this case, fear.

#### **Appeals to Hatred**

Hatred is strangely seductive, and zealots of every stripe seem to need a devil. Hitler, for instance, demonized the Jews, and it served Stalin's murderous purposes to incite hatred for "wreckers" (of the revolution) and so-called enemies of the people. Loaded language is particularly effective in triggering hate. For example, there seems to be a nearly endless supply of nasty words that promote and exploit hatred for particular racial, ethnic, or religious groups. These are all too commonly known, so we prefer not to provide any further examples for the sake of good taste. Bear in mind, however, that there are subtler loaded words that also play on hatred. Here are some code words used to trigger revulsion: welfare queen, bleeding heart, fascist, extremist, international banker, one-worlder, tree-hugger, union buster, puritan, bureaucrat, shyster, and draft dodger. Of course, there are many, many more.

## **Appeals to Pride**

Pride is another of the so-called seven deadly sins, the one, we are told, that most surely separates a sinner from the grace of God. Often we can spot appeals to pride by looking for characteristic indicator phrases like the following:

- Any educated (or substitute intelligent, healthy) person knows that . . .
- A person with your good background (breeding) can't help but see that . . .
- You will be proud to know that . . .

An inverse appeal to pride plays on our fear of seeming stupid. Persuasion professionals are well aware of this and cleverly use it to their advantage. To make you feel alone and stupid in your opinions, for instance, they might commission a poll with loaded questions; then release the findings to the press. Essentially they are saying "Look at all the people who agree with us. You must be wrong." Be alert for such maneuvers.

## **Slogans**

Slogans are vague statements that typically are used to express positions or goals. They characteristically conceal potential conflict while promoting broad but only shallow consensus. Because of their vagueness, they are easy to agree with; but we often later find that others interpret them in ways we find objectionable. Slogans are not so vague as to be meaningless. On the contrary, slogans are powerful persuaders precisely because they do mean something. Crucially, however, what that something is differs dramatically from person to person.

Consider the following:

- Statements difficult to disagree with: "Take a bite out of crime!"; "Support our troops!"; "Preserve the environment!"; "Just say 'No!' to drugs!"
- Key terms with multiple interpretations: "law" in "The law is too soft on criminals" and "peace" in "peacekeeping force" or "peace-loving nations."
- Statements commonly used at political rallies: the "New Deal," "Contract with America," or "with liberty and justice for all."
- Statements used by the media: "The Trial of the Century," "Deficit Reduction," "Liberals," and "Conservatives."

## **Pseudo Solutions**

When a real solution to an urgent problem is not forthcoming, many arguers offer pseudo solutions, vague generalizations that sound convincing and incite people to a cause but say little more than "Let's solve this problem by doing something that will solve this problem." That's pretty safe advice, but with these solutions, arguers are really avoiding the possibility of failure, evading details, and neglecting to talk about who will shoulder the cost. Real solution proposals, on the other hand, require the risk of failure,

saying exactly what is to be done, and, often as not, wrestling with issues of cost. To distinguish pseudo solutions from potentially workable ones, use the “Can it fail?” Rule. This involves asking, Can the solution fail?

1. *No* identifies pseudo solutions.
2. *Yes* identifies real possibilities.

Consider the following problems and paired “solutions.” The “a” items are pseudo solutions. The “b” items are real proposals. Can you see why?

1. That party is too noisy.
  - a. Quiet it down.
  - b. Call the cops.
2. Kids aren’t doing homework.
  - a. Motivate them.
  - b. Assign lunch detentions.
3. Trains are seldom on time.
  - a. Improve on-time performance.
  - b. Purchase more locomotives.
4. Government is wasting money.
  - a. Improve fiscal efficiency.
  - b. Decentralize purchasing.
5. Too many children are using illegal drugs.
  - a. Teach them to say “No!” to drugs.
  - b. Spend 10 percent more on drug education.

### **Presuppositions**

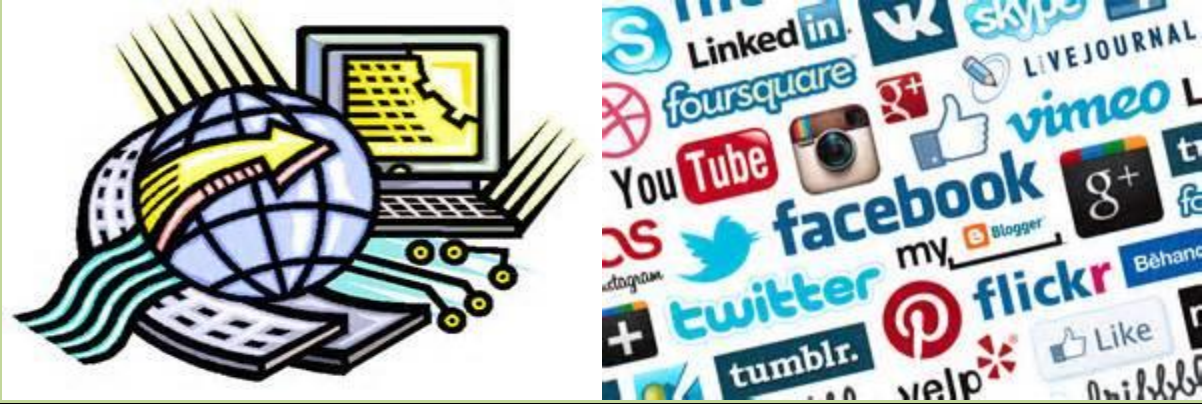
Controversies may rest—not on deliberate misinformation— but on the incorrect assumption that the fundamental sources of knowledge that we depend on are functioning well. It is this presupposition of their trustworthiness that supports our arguments. For instance, consider the following presupposition shared by disputants on either side of the controversy Should Laws Prohibiting Marijuana Use Be Relaxed? from *Taking Sides Drugs and Society*, Seventh edition (Contemporary Learning Series, 2005). Ethan Nadelmann, founder and executive director of the Drug Policy Foundation, argues that law enforcement officials are overzealous in prosecuting individuals for marijuana possession. Eighty-seven

percent of marijuana arrests are for possession of small amounts of the drug. The Office of National Drug Control Policy

(ONDCP) contends that marijuana is not a harmless drug. Besides causing physical problems, marijuana affects academic performance and emotional adjustment. Underlying both of their arguments is the presupposition that adults cannot be permitted to make their own decisions about the use of particular drugs as they choose. A libertarian who worries about governmental restrictions on personal liberty would immediately recognize this deep assumption and challenge it. The point here is that controversies rest on presuppositions that may in themselves be challenged.

# SEMINAR IN MEDIA

## COMM 4863



### *Syllabus*

**Instructor: Rob Wicks**

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### *Welcome to Seminar in Media*

*Seminar in Media* is a debate style class that deals with media issues.

Welcome to *Seminar in Media*. This syllabus provides a broad overview of the course.

### *Course Objectives:*

Upon completion of this course, you will be able to:

- Explain how media are capable of shaping attitudes, opinions and beliefs.
- Understand how media shape portrayals of minorities and members of other cultures.
- Describe how media may influence negative body image, lead to violence and spread consumerism.
- Describe how media may contribute to political polarization; understand evolving journalism forms and consider the role of wealthy corporations in elections.
- Analyze the nature of “hate speech” and potential for abuse of social media.
- Understand how the digital world may lead to indifference toward cyber bullying and political indifference.

## ***Course Organization***

The **Weekly Content** folder contains five units. Each unit has three topics and an example is presented below:

### **Unit 1 – Media and Social Issues**

**Unit Objective: Understand how media are capable of shaping attitudes, opinions and beliefs**

When you click on “Unit 1 – Media and Social Issues,” you will see the first three topics appear.

#### Week 1 - Media and Social issues

Issue 1.1. Are Family Values Shaped by the Mass Media?

#### Week 2 - Media and Social issues

Issue 1.2. Have Media Representations of Minorities Improved?

#### Week 3 - Media and Social issues

Issue 1.3. Do Media Distort Representations of Islam and Arab Cultures?

Each week you will open the issue for that week and instructions for the weekly assignments will appear. Each week, your responsibility will be:

1. Read the chapter in the textbook.
2. Read the supplemental article(s) in Blackboard.
3. Watch the video(s) for the week.
4. Contribute to class discussions in your small group wiki. This discussion should be based on the readings and videos rather than simply your opinion on the topic. You must stay focused and participate in an intelligent and scholarly way.
5. Submit a brief journal response of 250-500 words.
6. Take the weekly quiz on the readings.
7. The final week will include only a quiz on the readings and it is due the Wednesday before dead day at 11:59 pm.

## ***Required Texts and Readings***

*Taking Sides: Clashing Views in Media and Society—13<sup>th</sup> Edition* (ISBN 978-1-259-2227-4). Please do not purchase an older edition as the readings have all changed.

Additional Readings will be supplied on Blackboard.



## ***Class Format***

This is a seminar class. Like any seminar, your participation is required. Each week (with the exception of the final week) the class will engage in an online discussion. The discussion will be based upon current issues in media. For example, week five is:

*Do video games encourage violent behavior?*

This is not an opinion question. Your participation should be informed by the readings and videos. You should carefully read pages 10 through 17 of this syllabus to get an understanding of the analytical objectives.

## ***Class Policies***

- All work must be submitted by deadline. **Late work will not be accepted.**
- The instructor will check e-mail regularly. I will respond to questions within 24 hours (except weekends).

## ***Grading and Assignments***

- |  |                    |
|--|--------------------|
| • 15 Online Tests                                    | 140 points         |
| • 14 Weekly Online Reading Analysis/Discussion       | 130 points         |
| • 14 Journal Entries                                 | 130 points         |
| • <u>Bonus for Exceptional or Exemplary Analysis</u> | <u>30 points *</u> |
| • <b>Total</b>                                       | <b>400 points</b>  |

\* You may notice that the numbers above do not appear to add up. The reason for this is that the first week is a practice week because of dropping and adding classes. However, you may receive half of the points for the week as a bonus.

## ***Grade Scale***

400 to 360 = A  
359 to 320 = B  
319 to 280 = C  
279 to 240 = D  
239 to 0 = F

## ***Blackboard Support***

If you have any questions about **Blackboard** contact Blackboard Support: 479-575-6804

**Mon - Thurs:** 7 am - 10 pm

**Friday:** 7 am - 5 pm

**Saturday:** 11 am - 4 pm

**Sunday:** 6 pm - 11 pm

Email: [bbhelp@uark.edu](mailto:bbhelp@uark.edu)

## ***Etiquette Policy***

See <http://handbook.uark.edu/codeofstudentlife.php> for Code of Student Life Policy.

Remember you are in a college level course so you are expected to approach all assignments in a professional and intelligent manner. This means in all communications (via email, blog posts, wiki activity, etc.) should:

- use correct misspelling or bad grammar
- avoid the use of emoticons [ :-) :-( etc.]
- should not use net abbreviations (LOL, idk, etc.)
- avoid the use of slang (sup!, that's cool!, etc. . )

When posting comments on other people's work in blogs, wikis, or peer reviews, keep your tone positive and encouraging. Use term like "I think" or "I believe" "such and such would be better" instead of "you should" or "you need to" "change such and such."

You will probably also want to review the [Code of Student Life from the Student Handbook](#).

### **Accommodations under the Americans with Disabilities Act:**

When possible, and in accordance with 504/ADA guidelines, staff members from the [Center for Educational Access](#) will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

Phone: 479/575-3104

E-mail: [ada@uark.edu](mailto:ada@uark.edu)

### **Academic Integrity at the University of Arkansas**

See <http://provost.uark.edu/245.php> for Academic Integrity Policy

Responsibility for understanding and adhering to the values of academic integrity, including being familiar with and complying with this policy, lies with individual students as members of the University community. The University shall assist students in meeting this responsibility through educational efforts such as training held during both undergraduate and graduate new student orientation, and on-line training modules, and may also include training during program-level orientation and in individual classrooms. The University shall also provide a statement on academic integrity that faculty will be encouraged to include in all course syllabi. Again, however, as developing scholars, students must take the initiative to familiarize themselves with and clarify expectations regarding academic integrity.

### **Inclement Weather or Technical Problems**

In case of inclement weather or technological problems that prevent the University from providing access to course materials you may send the instructor an email inquiry. In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.

Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the [UA Blackboard Help web site](#). Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

*Weekly Topics:*

Weeks	Topic
Week 1 – Issue 1.1 <b>Practice Week</b> Media and Social Issues	Are Family Values Shaped by the Mass Media?  Article: Have Gay Marriage Advocates Finally Found the Winning Formula?
Week 2 – Issue 1.2  Media and Social Issues	Have Media Representations of Minorities Improved?  Article: Study finds TV shows with ethnically diverse casts, writers have higher ratings  Article: Why is Cable News So Obsessed with the Zimmerman Trial?
Week 3 – Issue 1.3  Media and Social Issues	Do Media Distort Representations of Islam and Arab Cultures?  Article: From the Streets of Peshawar
Week 4 – Issue 2.1  A Question of Content	Do Media Cause Individuals to Develop Negative Body Images?  Article: Influence of Mass Media on Body Image
Week 5 – Issue 2.2  A Question of Content	Do Video Games Encourage Violent Behavior?  Article: The Influence of Media Violence on Youth
Week 6 – Issue 2.3  A Question of Content	Is Product Placement an Effective Form of Advertising?  Article: A New Branch of Advertising: Reviewing Factors That Influence Reactions to Product Placement
Week 7 – Issue 3.1  News and Politics	Does a Partisan Press Polarize Society?  Article: Partisan Media Selective Exposure During the 2012 Presidential Election
Week 8 – Issue 3.2  News and Politics	Will Evolving Forms of Journalism Be an Improvement?  Article: Social Media Evolution of Egyptian Revolution  Article: Social Media: Organizing Tool

Week 9 – Issue 3.3 News and Politics	Should Corporations Be Allowed to Finance Political Campaigns?  Article: Inside Track  Article: Citizens United Against Citizens United  Article: Citizens United Leaves Many Divided
Week 10 – Issue 4.1 Law and Policy	Should We Ban Hate Speech on College Campus  Article: Campus Codes That Ban Hate Speech  Article: Free Speech – In The Era of Its – Technological Amplification
Week 11 – Issue 4.2 Law and Policy	Does Online Communication Compromise the Rights of an Individual When Information Is “Anonymous?”  Article: Anonymity, Privacy, and Security Online
Week 12 – Issue 4.3 Law and Policy	Do Copyright Laws Protect Ownership of Intellectual Property?  Article: How Much do Music and Movie Piracy Really Hurt the U.S. Economy?  Article: What Happened to Video Game Piracy  Article: Digital Piracy and the Moral Compass
Week 13 – Issue 6.1 Life in the Digital Age	Are Youth Indifferent to News and Politics?  Article: Correlates of Political and Civic Engagement
Week 14 – Issue 6.2 Life in the Digital Age	Are Online Services Responsible for an Increase in Bullying and Harassment?  Article: Risky Disclosures on <i>Facebook</i>
Week 15 – Issue 6.3 Life in the Digital Age	Are Millennials More Tech Savvy than other Generations?  Article: Generations 2010

Note that we will be skipping issues 5.1, 5.2, and 5.3. During Week 13 we will be covering Issue 6.1. During Week 14 we will cover Issue 6.2 and during Week 15 we will cover Issue 6.3.

Lessons	Objectives	Learning Activity	Assessment
<b>Media and Social Issues</b>  <b>Weeks 1 - 3</b>	<b>Unit 1 Objectives</b>  Understand how media are capable of shaping attitudes, opinions and beliefs	<ul style="list-style-type: none"> <li>• Read Unit 1 and the three articles posted in Blackboard</li> <li>• Watch the video clips posted in Blackboard</li> </ul>	Reading Quiz – Chapters 1.1 to 1.3  Participate in online discussions.  Weekly Journal Essays 1.1 to 1.3
<b>A Question of Content</b>  <b>Weeks 4 - 6</b>	<b>Unit 2 Objectives</b>  Understand how media may influence negative body image, lead to violence and spread consumerism.	<ul style="list-style-type: none"> <li>• Read Unit 2 and the articles posted in Blackboard</li> <li>• Watch the video clips posted in Blackboard</li> </ul>	Reading Quiz – Chapters 2.1 to 2.3  Participate in online discussions.  Weekly Journal Essays 2.1 to 2.3
<b>News and politics</b>  <b>Weeks 7 - 9</b>	<b>Unit 3 Objectives</b>  Understand the prevalence of partisan media, evolving journalism forms and corporate financing of campaigns.	<ul style="list-style-type: none"> <li>• Read Unit 3 and the articles posted in Blackboard</li> <li>• Watch the video clips posted in Blackboard</li> </ul>	Reading Quiz – Chapters 3.1 to 3.3  Participate in online discussions.  Weekly Journal Essays 3.1 to 3.3
<b>Law and Policy</b>  <b>Weeks 10 - 12</b>	<b>Unit 4 Objectives</b>  Understand the nature of “hate speech,” issues related to privacy laws governing media piracy.	<ul style="list-style-type: none"> <li>• Read Unit 4 and the articles posted in Blackboard</li> <li>• Watch the video clips posted in Blackboard</li> </ul>	Reading Quiz – Chapters 4.1 to 4.3  Participate in online discussions.  Weekly Journal Essays 4.1 to 4.3
<b>Life in the Digital Age</b>  <b>Weeks 13 - 15</b>	<b>Unit 6 Objectives</b>  Understand how the digital world may lead to indifference toward cyber bullying and political indifference.	<ul style="list-style-type: none"> <li>• Read Unit 6 and the articles posted in Blackboard</li> <li>• Watch the video clips posted in Blackboard</li> </ul>	Reading Quiz – Chapters 6.1 to 6.3  Participate in online discussions for issues 6.1 and 6.2.  Weekly Journal Essays 6.1 and 6.2  NOTE: No WIKI discussion or essay is required for issue 6.3

## Discussion Participation Rubric

Criteria	Unsatisfactory 0 points	Satisfactory 1.0	Exemplary 2.0 points
<b>Quantity and Timeliness</b>	Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.	Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session.	Submits one initial response early in the session and two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session.
<b>Spelling and mechanics</b>	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.	Submits posts that have one or more grammatically incorrect sentences and two spelling errors.	Submits posts that contain grammatically correct sentences without any spelling errors.
<b>Demonstrates knowledge and understanding of content and applicability to professional practice</b>	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.
<b>Generates learning within the community</b>	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.

# QUESTIONS TO ASK WHEN EXAMINING A POSITION

## *Issues to Consider During Reading Analysis*

In your long-form report and in the weekly discussion points, you will address the following issues (See QUESTIONS TO ASK and PROPAGANDA ALERT at the end of the syllabus):

- Question: How empirical are the book chapters and essays?
- Question: What is fact? What is opinion?
- Question: What propaganda is being used?
- Question: What cause/effect relationships are proposed?
- Question: Are these cause/effect relationships merely coincidence?
- Question: Is information distorted?
- Question: Are analogies faulty?
- Question: Question: Are the authors oversimplifying the issue?
- Question: Are the authors stereotyping?
- Question: Are there faulty generalizations?

It is vital to learn how to evaluate an argument calmly and objectively. Discussing the following questions will help. These questions will enable you to break down an argument into its component parts, thereby avoiding the common tendency to be swayed by a presenter's delivery techniques or by one's own set of biases and opinions.

### *1. Question: How Empirical Is the Presentation?*

The most persuasive argument is the one that supports its thesis by referring to relevant, accurate, and up-to-date data from the best sources possible. One should investigate the credibility of the author, how recent the material is, the type of research (if any) that supports the position outlined, and the degree of documentation behind any argument. Empiricism implies going to the best source for material. This suggests that original research material is preferable to secondary sources, which in turn are preferable to hearsay.

### *2. Question: What Is Fact? What Is Opinion?*

A *fact* is a statement that can be proven. In contrast, an *opinion* is a statement that expresses how a person feels about an issue or what someone thinks is true. Many authors blend fact and opinion; it is the responsibility of the critical thinker to discriminate successfully between the two. This process of discrimination often ties in with the concept of empiricism. Facts are generally empirically determined from research. They are documented and can be known or observed by other people. Facts can be verified in other sources or can be replicated by other research. Good facts should be most convincing in any issue. Opinions should carry less weight



in evaluating an argument. While the writer may believe them to be true, opinions are a product of the writer's biases and personal system of beliefs. While many opinions make good sense and may win a reader's approval, they must still be classified as mere opinions if there is no factual evidence supporting them. Opinion may, in fact, be entirely correct, but generally it still should be viewed with less trust than facts. Some statements contain both fact and opinion. For example, research has demonstrated that animals living in crowded cages show more aggressive behavior than those living in less crowded cages. A statement such as "Overcrowding of people in slum areas will foster high levels of aggression, rape, and child abuse in the same way that one sees in caged animals" contains elements of both opinion and fact.

### 3. Question: *What Propaganda Is Being Used?*

*Propaganda* is information presented in order to influence a reader. It is not necessarily "good" or "bad." Many authors consciously use propaganda techniques in order to convince their readers of their special point of view. A close look at the author's background or some of the motivations and editorial policies of the source of the publication may provide clues about what types of propaganda techniques might be used.

### 4. Question: *What Cause/Effect Relationships Are Proposed?*

Much material is written to establish or advance a hypothesis that some circumstances "cause" specific things to happen. Experiments often consist of searching for cause/effect relationships. Scientists seem to be linking more and more observations with their antecedent causes. Students should note when an issue has at its heart a disputed cause/effect relationship; isolating the claim and examining the relationship is the readers' responsibility.

### 5. Question: *Are These Cause/Effect Relationships Merely Correlations?*

Many cause/effect statements are flawed because no appropriate research or evidence has isolated a single cause. There may be other hidden factors underlying the relationship. A good example is this statement: "Birds fly south in winter because it gets cold in northern areas." This statement is plausible, and many readers would accept it because it "makes sense." Data exist to show a relationship between temperature and bird population density: population decreases as temperature decreases. However, no experiment has conclusively established that temperature is a causative factor of bird migration. Alternative hypotheses may very well also explain the behavior. Food supplies may become scarce during low-temperature periods, breeding instincts may precipitate migration, or the birds may simply want a change of scenery! If sufficiently controlled experiments could rule out these alternative hypotheses, the cause/effect statement could be made. As it is, a simple correlation (statement of coincidence) is all that remains: "Birds fly south at the same time that the weather turns cold." It would even be possible (although not very plausible) with the observed data to infer the opposite causation: "It turns cold in the northern latitudes because the body heat from migrating birds is no longer present!" Students should be made aware that faulty cause/effect statements may be a major source of confusion and misdirection used by authors to defend their points of view. In some cases, the faulty cause/effect proposition is the only rationale used by an author. A good technique for

analyzing this sort of error is to have the students try to generate alternative plausible hypotheses for any proposed cause/effect relationship.

6. Question: *Is Information Distorted?*

Many authors, in an attempt to produce facts to substantiate their positions, quote statistics and research that support their viewpoints. All of these statements of facts may be biased. “Statistics don’t lie—statisticians do” is a truism. Students should always question the bias involved in obtaining and presenting data. If averages are given, ranges and standard deviations should be evaluated critically. One interesting question that can be raised is: What statistics or data are missing? If a simple survey could be done (in lieu of a statement such as “Most Americans believe that . . .”), why was such an easily supportable piece of data not produced? Students should learn not to be too easily impressed by statistical data. Tabulated numbers or graphs may only reflect opinions.

7. Question: *Are Analogies Faulty?*

Many authors make much of analogies as they attempt to prove their theses. An *analogy* is a comparison of a hypothesis (which is unproven) to a known set of causal events. For example, a statement such as “The United States should not be getting involved in Iraq’s politics; we will have another fiasco as we did in Vietnam” uses an analogy. However true the second part of the sentence may or may not be, it should not necessarily be accepted as a demonstration of the truth of the first part of the sentence. Analogies usually ignore many differences (in this example, differences in military position, geographic location, political motivation, and other factors) that make the current situation unsuitable for comparison and render the analogy worthless.

8. Question: *Is the Author Oversimplifying the Issue?*

Authors generally try to show their theses in the best possible light and to discredit opposing positions. When authors are so single-minded as to completely ignore opposite positions, they probably are guilty of over-simplification. It may be argued, for example, that bilingual education has been shown to be beneficial for students. However, if data are presented without a discussion (even a derogatory discussion) of the many social ramifications of bilingual education programs, the argument has not answered all of the important questions.

9. Question: *Is the Author Stereotyping?*

This sort of logical flaw is similar to the cause/effect flaw. The authors may have observed some general behavior; they then may attempt to apply this general behavior (which may or may not be true) to a specific individual or situation. For example, if an author asserts that American cars are inferior to foreign cars (which may or may not be true), he or she might not establish that any *particular* American car is truly inferior. Each point should be analyzed as it is empirically observed, not as it is grouped with other observations.

10. Question: *Are There Faulty Generalizations?*

In the case of a faulty generalization, a judgment is based on inaccurate or incomplete information. For example: “Ducks and geese migrate south for the winter; therefore, all birds migrate south for the winter.” In presentations, many subtle forms of inappropriate generalizations may occur. The most common form concerns research in one area being applied to other areas (as in faulty analogy). For example: “The brain deals in electric potentials. Computers deal with electric potentials. We can thus say that the brain is a computer.” Another example of a faulty generalization is when an author observes only one event or cites only one case study and infers that this applies to many other phenomena. Sigmund Freud could be considered guilty of this— his theories of behavior are derived from only a few published observations of individual case studies.

# PROPAGANDA ALERT

Critical thinking requires you to be actively involved with your reading assignments. The following is a list of some of the more commonly used propaganda techniques, which is derived from *Analyzing Controversy: An Introductory Guide* by Gary K. Clabaugh, La Salle University, and Edward G. Rozycki, Widener University (Contemporary Learning Series, 1997). Be on the alert for those as you read the Taking Sides debates.

## Generalization

One kind of generalization that can be hard to identify, interpret, or test is the reification. To reify means to treat a vague general term as if it were a concrete, even living, thing. Reifications tend to obscure important questions about responsibility, cost, and benefit. In addition, they are frequently used to demean or demonize entire groups of people.

We encounter reifications every day. Below are some headlines from a major metropolitan newspaper with possible reifications italicized?

- *Drug Company* Did Not Act on AIDS Virus Warning
- *City* and *Union* Extend Strike Deadline
- *Chinese Police* Detain Wife of Political Prisoner
- Clinton Calls on *UN* to Cut Back on Waste

These are story headlines, and, in most cases, in the body of the story, we learn who in the drug company failed to act, which city and union officials extended the strike deadline, and so forth. Sometimes, however, these vital details never emerge. Consider a column we found on the commentary page of a local newspaper with the headline: “UN should clean up its act.” The columnist charges that “... *the UN’s bureaucracy* has long ago forsaken its commitment to Article 100 of the [UN] Charter.” (Article 100 forbids UN staffers from seeking or receiving instructions from any government.) He denounces “*UN apparatchiks [who]* have tried to cover their trail . . .” and charges that “*The UN bureaucracy . . .* inhabits a culture of paranoia, fearful always that a powerful member country or a powerful block of countries is looking over their shoulder” [stress added.] There are over 20,000 UN employees working worldwide at many different jobs, but the reader is encouraged to lump them all together as “apparatchiks” (a derisive term for Soviet-era bureaucrats) and “the UN bureaucracy.” Some UN employees may well deserve such labels; but most must surely be worthy and do admirable work. Consider, as an example, those who sacrificed their lives attempting to bring food and medicine to besieged Bosnians. Do they deserve such labels?

## Name Calling

Many people would not directly insult those who disagree with them. Such people often pride themselves on either their civility or objectivity. Nonetheless, they often subtly insult their opponents not by focusing on the argument but by questioning their opponents’ character or motives. In evaluating competing sides of a controversial issue, look for terms that delegitimize interests (rob them of their legitimacy). Whose interests they invalidate can

be quite revealing. For example, in “The Tilt to the News: How American Journalism Has Swerved from the Ideal of Objectivity,” *The World and I* (December 1993), H. Joachim Maitre denounces the alleged liberality of National Public Radio (NPR). He cites as an example NPR’s correspondent at the Supreme Court, Nina Totenberg, for her “stubborn effort to prevent Clarence Thomas from being confirmed as a justice of the Court.” He might have said “intensive,” “tireless,” or “persistent” effort. “Stubborn” delegitimizes her actions without giving reasons as to why he thinks she was wrong.

## **Emotions and Persuasion**

However irrelevant they might be when it comes to factual claims or the logic of an argument, feelings still play a particularly crucial role in persuasion. In fact, Aristotle classified emotional appeals (pathos) as one of the most effective means of influencing others. Some appeals to emotion are uncalculated, coming from disputants who are emotionally wrapped up in the issue themselves. But others emanate from practiced publicists or cunning propagandists who play on emotions as skillfully as a virtuoso plays the piano. We should be wary of this. Some classic appeals to emotion that you should watch out for follow.

### **Appeals to Fear**

Fear as a self-protective response is perfectly reasonable. But this same emotion can also cloud judgment. And, as in the case of envy, fear can be played upon. Some possible indicators that fear is being appealed to are the use the fear (F) terms instead of the more neutral (N) terms in the following pairs: (F) bully (N) assertive; (F) aggressive (N) self-confident; (F) sneaky (N) cautious; (F) underhanded (N) circumspect; (F) furtive (N) discreet; (F) surreptitious (N) watchful; (F) out-of-control (N) spontaneous; (F) impulsive (N) freewheeling; (F) rash (N) instinctive; (F) reckless (N) carefree. The point is that the same essential trait or behavior can be referred to in a way that plays on our feelings, in this case, fear.

### **Appeals to Hatred**

Hatred is strangely seductive, and zealots of every stripe seem to need a devil. Hitler, for instance, demonized the Jews, and it served Stalin’s murderous purposes to incite hatred for “wreckers” (of the revolution) and so-called enemies of the people. Loaded language is particularly effective in triggering hate. For example, there seems to be a nearly endless supply of nasty words that promote and exploit hatred for particular racial, ethnic, or religious groups. These are all too commonly known, so we prefer not to provide any further examples for the sake of good taste. Bear in mind, however, that there are subtler loaded words that also play on hatred. Here are some code words used to trigger revulsion: welfare queen, bleeding heart, fascist, extremist, international banker, one-worlder, tree-hugger, union buster, puritan, bureaucrat, shyster, and draft dodger. Of course, there are many, many more.

## **Appeals to Pride**

Pride is another of the so-called seven deadly sins, the one, we are told, that most surely separates a sinner from the grace of God. Often we can spot appeals to pride by looking for characteristic indicator phrases like the following:

- Any educated (or substitute intelligent, healthy) person knows that . . .
- A person with your good background (breeding) can't help but see that . . .
- You will be proud to know that . . .

An inverse appeal to pride plays on our fear of seeming stupid. Persuasion professionals are well aware of this and cleverly use it to their advantage. To make you feel alone and stupid in your opinions, for instance, they might commission a poll with loaded questions; then release the findings to the press. Essentially they are saying "Look at all the people who agree with us. You must be wrong." Be alert for such maneuvers.

## **Slogans**

Slogans are vague statements that typically are used to express positions or goals. They characteristically conceal potential conflict while promoting broad but only shallow consensus. Because of their vagueness, they are easy to agree with; but we often later find that others interpret them in ways we find objectionable. Slogans are not so vague as to be meaningless. On the contrary, slogans are powerful persuaders precisely because they do mean something. Crucially, however, what that something is differs dramatically from person to person. Consider the following:

- Statements difficult to disagree with: "Take a bite out of crime!"; "Support our troops!"; "Preserve the environment!"; "Just say 'No!' to drugs!"
- Key terms with multiple interpretations: "law" in "The law is too soft on criminals" and "peace" in "peacekeeping force" or "peace-loving nations."
- Statements commonly used at political rallies: the "New Deal," "Contract with America," or "with liberty and justice for all."
- Statements used by the media: "The Trial of the Century," "Deficit Reduction," "Liberals," and "Conservatives."

## **Pseudo Solutions**

When a real solution to an urgent problem is not forthcoming, many arguers offer pseudo solutions, vague generalizations that sound convincing and incite people to a cause but say little more than "Let's solve this problem by doing something that will solve this problem." That's pretty safe advice, but with these solutions, arguers are really avoiding the possibility of failure, evading details, and neglecting to talk about who will shoulder the cost. Real solution proposals, on the other hand, require the risk of failure, saying exactly what is to be done, and, often as not, wrestling with issues of cost. To distinguish pseudo solutions from potentially workable ones, use the "Can it fail?" Rule. This involves asking, Can the solution fail?

1. *No* identifies pseudo solutions.
2. *Yes* identifies real possibilities.

Consider the following problems and paired “solutions.” The “a” items are pseudo solutions. The “b” items are real proposals. Can you see why?

1. That party is too noisy.
  - a. Quiet it down.
  - b. Call the cops.
2. Kids aren’t doing homework.
  - a. Motivate them.
  - b. Assign lunch detentions.
3. Trains are seldom on time.
  - a. Improve on-time performance.
  - b. Purchase more locomotives.
4. Government is wasting money.
  - a. Improve fiscal efficiency.
  - b. Decentralize purchasing.
5. Too many children are using illegal drugs.
  - a. Teach them to say “No!” to drugs.
  - b. Spend 10 percent more on drug education.

### **Presuppositions**

Controversies may rest—not on deliberate misinformation— but on the incorrect assumption that the fundamental sources of knowledge that we depend on are functioning well. It is this presupposition of their trustworthiness that supports our arguments. For instance, consider the following presupposition shared by disputants on either side of the controversy *Should Laws Prohibiting Marijuana Use Be Relaxed?* from *Taking Sides Drugs and Society*, Seventh edition (Contemporary Learning Series, 2005). Ethan Nadelmann, founder and executive director of the Drug Policy Foundation, argues that law enforcement officials are overzealous in prosecuting individuals for marijuana possession. Eighty-seven percent of marijuana arrests are for possession of small amounts of the drug. The Office of National Drug Control Policy (ONDCP) contends that marijuana is not a harmless drug. Besides causing physical problems, marijuana affects academic performance and emotional adjustment. Underlying both of their arguments is the presupposition that adults cannot be permitted to make their own decisions about the use of particular drugs as they choose. A libertarian who worries about governmental restrictions on personal liberty would immediately recognize this deep assumption and challenge it. The point here is that controversies rest on presuppositions that may in themselves be challenged.

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(Course is unavailable to students) Syllabus

# Syllabus

## Preface

### Television & American Culture



### Communication 4883

## TELEVISION AND AMERICAN CULTURE

Television is a significant part of American life, and the medium has been extensively studied: literally thousands of studies of television and its impact on human behavior have appeared since the 1960s. But until very recently few of these studies were interpretive or qualitative or critical studies of television. The results of this transition in the way we think about television--from empirical studies of the influence of television on individuals to studies of how television shapes and reflects our American culture or way of life--will be the central concern of this course.

Our cultural approach to television's evolution as a technology and a system of representation considers television as a system of storytelling and myth-making, and as a cultural practice. Rather than a psychological effects perspective, we will study US television from anthropological, sociological, literary, and cinematic perspectives. We will concentrate upon prime-time commercial broadcasting, the medium's technological and economic history, and theoretical perspectives.

The first part of the class will look closely at the ways contemporary scholars have studied and theorized television and culture. The second part will provide a historical overview of the evolution of American television, from its roots in radio to the present. The final segment of the course will look more closely at the ways the current convergence of technologies is

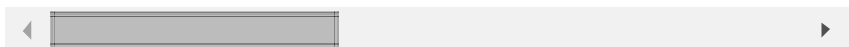


redefining American broadcasting and examine a variety of more specialized programming that appears online or through internet providers. You will prepare a series of short papers reflecting on your own insights on various aspects of American television and complete a take-home final essay. Screenings will allow you to sample a range of programs, both contemporary and historical. You will also be required to read critical, theoretical and historical essays on American television and prepare reading questions.

## Objectives

**At the end of this course, you will be able to**

- Explain the relationship between television and culture
- Discuss the early history of radio broadcasting in America
- Explain the ways that US society made the transition from radio to television
- Classify the Golden Age of Television and the post-war era
- Describe early television representations of class and race
- Explain the importance and the effects of the Quaker Oats commercial
- Make sense of the fantasy or "wasteland" program
- Classify and describe the typical form of melodrama
- Distinguish the "topical" programming of the 1970s
- Discuss the concept of "quality television" as a product
- Summarize the innovations and potential social uses of cable
- Show how a "second" Golden Age of broadcasting emerged
- Draw connections between industry, programs, and audience
- Research and create arguments about television



## Textbook Information

Note that the textbook is abbreviated "Barnouw" in the Weekly Course Modules and assignments.

## How Your Work Will Be Evaluated

### Reading Questions

For certain reading assignments, you will generate questions from the assignment. The format of your submission will be one question noting "something you did not know" before reading; one question that

“relates the reading to American Culture”; one question that would be suitable as a “discussion question for class.” In other words, one question is factual, the second asks you to analyze the reading, the third to synthesize the reading with other course material. You don’t have to answer the questions, but to demonstrate your reading of the assignment based on what you ask. Be sure to label your questions. These three questions will each receive up to four points each (for a total of 12) if acceptable 4000-level course questions.

You will find the required readings and links to submit your reading questions in each Weekly Module. Usually Reading Questions are due before midnight Tuesday, but exceptions are noted in the Module and in the Course Schedule. **NO LATE QUESTIONS ACCEPTED.**

### **Quizzes**

There will be six short quizzes that will cover the material in the module for the week, including all readings, screenings, and discussions. The quizzes will have two parts: first, a short answer question about readings or discussion materials. Second, “pertinent facts” and identifications for important people, events, and programs. For an example of the format of the quizzes, see the Sample Quiz. Each quiz will be worth twenty-five points. The quizzes are available on line and they have very specific due dates. You must complete the quiz by the due date (usually Sunday midnight—though exceptions are noted in the Course Schedule). **NO LATE QUIZZES ACCEPTED.**

#### **Sample Quiz**

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### **Discussions**

Television and American Culture has a discussion element as a very important part of the course. In every week after the first, you will be asked to share your ideas with others in the class by responding to questions posed by the instructor and reflecting on the

ideas of others. Usually (consult the Course Schedule), the first toss-up question will be open before noon Tuesday and your initial posting on that question is due before midnight Wednesday. To receive full credit for your weekly postings, your posting **MUST** demonstrate that you have read and thought about the required readings, screenings, or content for that week. Postings should be approximately 150-200 words minimum. A second toss-up question will be open before noon Thursday, and your initial posting on that question is due before midnight Friday.

Also, as part of the weekly discussion component, you will respond to and comment on **TWO** other students' postings on **EACH** of the toss-up questions. Each response should point out something you agree/disagree with and why you agree/disagree, or add to what they are already saying. Don't just say 'I like it' or 'good post.' Comments should be at a minimum five sentences. I should be able to tell that you have read and thought about the post. The two responses to the postings of others on each question is due before midnight Sunday.

This means a minimum of one posting on each toss-up question, and a minimum two responses on each question after that for ten points on each question (for a total of up to twenty points for the week). Additional postings may earn additional points. For more details consult the rubric used for evaluating the Class Discussion Board. **NO LATE POSTING ARE ELIGIBLE FOR POINTS.** Keep in mind that everyone will be able to view everyone's postings and responses.

### **Written Work**

There are four written assignments. Two of these are "Short" assignments and two are "Major" assignments. The two Short Assignments, which are shorter in length might ask you to respond to specific issues raised in the course material. They, along with fuller instructions, are listed in the Modules and scheduled in the Course Schedule.

**Short writings** **MUST** be submitted via BlackBoard as word processing document attachments. The system can accept doc, docx, and pdf word files. Short Writings must be submitted in an acceptable format by the due date. **NO LATE WRITINGS ACCEPTED.** Each of

the Short Writing Assignments have different point values, but together will total seventy-five points.

**Major Assignments** are longer assignments that have the expectation of fuller development and are designed to demonstrate your skills in composing extended essays. You can choose one of the options listed below (though Graduate Students should see section on Graduate requirements). Each option requires that papers be submitted on the dates specified in the Course Schedule. There are two major assignments and each is worth two hundred points. Whichever of the three options you choose for your first submission, you must do the same option for your second submission.

#### Option 1: A Course Journal

Keep a journal of your critical interaction with course ideas and screenings. This is not a "reaction" journal or "diary" of your experience with the course; instead you should go beyond merely listing the ideas or summarizing what we talked about. Take a critical view: try to find alternatives to the ideas, assess them, and suggest problems and other solutions. For complete instructions see the Submit Writing Assignments link. Submit two installments of your journal as typed papers due on the dates specified in the syllabus. Each installment must be at least 1000 words. NO LATE JOURNALS ACCEPTED.

#### Option 2: Two Problem Responses

Write two essays (each one 1000 words minimum) responding to two of the topics listed in the pre-approved menu (or propose your own following instructions in the menu). Do not choose more than one question that asks you to summarize the writings of others. See the list of pre-approved topics. NO LATE ASSIGNMENTS ACCEPTED.

 **Pre-Approved Topic List for Problem Response Assignment**

## 4

**Option 3: Term Paper**

Write an essay, 10-12 double-spaced typed pages, on one of the pre-approved topics listed in the Course menu (or propose your own following instructions in the menu). A formal proposal is due on the first due date as indicated in the Course Schedule and the final paper due as indicated in the Course Schedule. Your final paper must contain a bibliography and source citations in either MLA or APA style. If you are unsure about how to format these styles, see the resources link. See the list of pre-approved topics. **NO LATE PROPOSALS OR TERM PAPERS ACCEPTED.**

**Pre-Approved Topics for Term Papers**

## 3

**Final exam**

There will be Final Examination. It will take the form of a set of extended essays responding to your choice from several questions. The exam will ask you to draw together and to synthesize readings, discussion, and screenings from various topics in the course. It will be available during Final Exam week and will count two hundred points. **NO LATE EXAMS ACCEPTED.**

**Extra Credit**

There are four opportunities for Extra Credit. Two of them occur during the first week---a syllabus quiz and an entry in the Self-Introduction Blog. The remaining extra credit assignments will ask you to "grade" a sample student assignment and to watch a sample program and respond to it. Full instructions for each is in the appropriate module and noted in the Class Schedule. There are up to seventy-five Extra Credit points available. **NO LATE ASSIGNMENTS ACCEPTED.**

## Graduate Students, Additional Expectations

Grad Students will be required to:

(1) Reading Journal: keep notes to your readings assigned in the class (and others of relevance); the expectation is that this journal would show evidence of the student developing a sense of the relatedness of the readings and an increasing awareness of the "important questions" in the cultural study of television. Keep a journal summarizing the leading arguments and ideas in each week's class readings and discussions. Illustrate general notions with concrete examples drawn from class discussions, your readings, your own experience of television. But you should go beyond merely listing the ideas or summarizing what we covered. Instead, you should take a critical view: try to find alternatives to the ideas, assess them, suggest problems and other solutions. Your journal should reveal you working your way through the content of the course, and not stand only as a record of your note-taking skill. This is not a "reaction" journal or "diary" of your experience of the material.

(2) Term Paper: in addition to the undergraduate requirements please compare your program to a contemporary program of the same type (news, comedy, drama, etc); I would expect you to be able to account for differences by reference to changing cultural, aesthetic, technological, industry, and/or regulatory context; minimum length requirements increase to 12-14 pages (3000-3500 words)

(3) Final Examination: certain questions will be required of graduate students

All other requirements are identical to those stated on the syllabus

## How Your Grade Will Be Calculated

Reading Questions (13 @ 12 points each)
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Quizzes (6 @ 25 points each)
Class Discussions (14 @ 20 points each)
Writing Assignments Short (2 for total of) Major (2 @ 200 points each)
Final exam
Extra Credit (up to 75 pts. Total)

### **Late Work Policy**

Assignments are due at various times during the week.

The Class Schedule and the Weekly Course Modules note that Discussion Responses are due before Wednesday nights and Friday nights, and Reading QueStions are usually due before midnight Tuesday.

Other assignments are due before midnight Sunday.

You should always check deadlines on the Class Schedule (the final week of the course is a short week and is an exception; occasional assignments are due earlier and announced in Weekly Course Programs).

New Assignments for the next week are published every Monday morning. No late work is accepted. The only exception is noted under the "Cutting You Some Slack" policy discussed below.

### **Cutting You Some Slack**

College is one of the few situations in life where the expectations are clearly laid out and the consequences for meeting or missing those expectations is transparent. The grading system and workload has been designed to be as fair and straightforward as possible, allowing you to choose how to prioritize the class versus other obligations or interests. However, there may be times that things become challenging and you want to ask for some leniency. One time per semester, students may request to be cut some slack, resulting in a more flexible attitude toward grading or other policies. Simply write on an assignment, or send an email, with the phrase "please cut me some slack" - Your instructor will adjust expectations accordingly. Slack cannot be requested after a grade has been

given. Slack cannot make up for missed assignments. Slack cannot be used on examinations.

### Academic Honesty Statement

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

[Read the complete University of Arkansas Academic Integrity Policy](#)



Watch Video

**Academic Integrity For Students** by Provost Dr. Gaber

**Duration:** (3:43)

**User:** universityarkansas - **Added:** 8/16/12

**YouTube**

**URL:** <http://www.youtube.com/watch?v=LpjVjJWpb8w>

Read the [Sanction Rubric](#) to understand the sanctions assigned to particular violations

### Streaming Course Videos

The most important part of this course is the viewing of television programming from different decades, and you can stream these as many times as you want. But you are not authorized to save or copy these protected video streams (legal statement follows).

The copyright Law of the United State (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and



archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction, for purposes in excess of "fair use," the user may be liable for copyright infringement.

### **Available Help / Student Support**

For assistance with course content, contact your instructor.

For technical assistance with Blackboard, contact the **Blackboard Support** at (479-575-6804) or [bbhelp@uark.edu](mailto:bbhelp@uark.edu).

**Phone hours** are:

Monday through Thursday from 7 a.m. to 10 p.m.

Friday from 7 a.m. to 5 p.m.

Saturday from 11 a.m. to 4 p.m.

Sunday from 6p.m. to 11 p.m.

If Blackboard is not responding after hours, call (479-575-2904) to alert staff. Limited technical support and troubleshooting is also available after hours.

All online students are automatically enrolled in a **Blackboard Student Tutorial**, where they can practice learning how to use tools in this learning management system. This resource can be accessed in your list of courses.

The Enhanced Learning Center (479-575-3546) offers various workshops in test taking, time and stress management, as well as study skills and tutoring for some courses.

The Quality Writing Center (479-575-6747) offers assistance in essay and report writing as well as grammar and sentence structure (options for online students are available).

The Center for Educational Access (voice 479-575-3104) (tdd 479-575-3646) assists students with disabilities and will determine reasonable

accommodations that will enable every student to have access to the full range of programs and services. Email: [ada@uark.edu](mailto:ada@uark.edu)

[C.A.P.S. \(Counseling and Psychological Services\)](#) (479-575-5276) is available for students. Services are provided by licensed psychologists, counselors, and social workers.

The [Pat Walker Health Center](#) has a variety of health services available including on-campus clinics.

### Contacting Your Instructor

**email:** [trosteck@uark.edu](mailto:trosteck@uark.edu)

Email is the instructor's preferred mode of communication for the course and is checked regularly during the work week – if you email asking for a response and do not receive one within one working day (M-F), assume that your email may not have been received.

### Office Hours:

The instructor will hold **Virtual Office Hours** for [Live Chat](#) via the Collaborate link in Blackboard. The links to join office hours will be found under the Virtual Office Hours in the Course Links section of the menu on the left. Hours are

Tuesday 9:30am - 10:30am

Thursday 7:00pm - 8:00pm

Friday 2:00pm - 3:00pm

### QUESTIONS, ANSWERS, FEEDBACK Wall

Post questions on the Questions "Wall". The link is in the course menu and You can post anonymously if you want.

### Computer Access and Minimal Skills

Because this is an online class, students will be expected to log into the course regularly to read, study and prepare assignments. Students will also be expected to check email regularly (several times per week) for important notices, scheduling changes, or any other course revisions. This course is offered as an online course and it is assumed that students have the minimum system requirements and computing skills to participate. It is the student's responsibility to secure and maintain a connection to the internet to participate in the course. There are many available avenues to access the course material online; the University Computing Labs at various locations across campus are open for your use. There are also computers available at the Fayetteville Public Library and connections at any publicly available hotspot.

### **Computing skills required:**

- You should have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- You must be able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.
- You must be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet.
- You must be able to use an e-mail program to send, receive, store, and retrieve messages.
- You must be able to download and install programs from the Internet.

### **Computer Downtime**

Blackboard occasionally schedules "down time." Users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the UA Blackboard Help website. Please note that personal technical issues (i.e. computer crashes or failure of your internet service or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we

will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

### **Mobile Computing**

There is a [free mobile app available](#) for BlackBoard. Installing this app will help you keep up with the course and may allow you submit some assignments and to participate in some course activities via your mobile device.

### **Netiquette**

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect each other.

- Use appropriate language for an educational environment:
- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University of Arkansas values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

### **Hardware & Software Requirements**

#### **Hardware required:**

- You should have access to a reliable computer with sound card and high speed internet connection to submit assignments , create products, participate in online activities, and view Internet resources. Do not rely on a public computer (e.g. library) to complete all activities, since these computers might have limitations that prevent you from using required applications for your course.

- Your computer should have sufficient space and processor speeds required by any software used in this course (will vary depending on your software version and operating system, but usually 10 GB hard disk space, 1 GHz processor and 1 GB memory will be sufficient).
- If your instructor requires you to participate in audio presentations, you must have a microphone (headset, free standing, or integrated with webcam) that works with your computer. If you are required to create video, you must have a webcam that works with your computer and the required application used in the course (i.e. Collaborate, ECHO 360, Kaltura, etc.)
- Care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you refer to the Support tab immediately so that proper assistance might be provided.

### **Software required:**

- Latest versions of [Adobe PDF reader](#) , [Adobe Flash player](#) , and [Apple Quick Time](#) plug-ins to view certain files
- Latest version of [Java](#) to use required applications
- Current web browser (Firefox, Chrome, Internet Explorer, or Safari). Firefox is preferred. Blackboard advises that your web browser conforms to certain standards. If you have an out-of-date or unsupported browser, it is suggested you either download a certified version of your current browser or a different certified browser before attempting to log into Blackboard. For more assistance, refer to the Blackboard [Support Checklist](#).
- Web browser: Your browser must be configured properly as follows:
  - JavaScript must be enabled.
  - Cookies must be enabled.
  - Pop-up windows must be enabled for

learn.uark.edu.

You can purchase discounted software from the [UA Computer Store](#).

Additional Software may be required for your course such as:

- Word processing program, such as Microsoft Word, for creating documents
- Excel or other spreadsheet creation software

## **COMMUNICATION 490v**

### **Special Problems**

This is a course allowing for independent study by the student who has been challenged to pursue a particular topic in communication that is not covered in other courses. It offers variable credit of 1-6 hours depending on the nature of the project.

Prerequisite: COMM 2333 and at least 9 hours of COMM coursework. May be repeated for up to 6 hours of degree credit.

## COMMUNICATION 4913

### Internship in Communication

Internship in applied communication within public and private organizations. Prerequisite: Junior standing and completion of 18 hours in communication courses. May be repeated for up to 6 hours of degree credit.

Students will complete a report integrating their classroom courses with the experience gained during the internship.