Fall 2016 XIDS 2100-AB2 Syllabus

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Student-Professor E-mail Correspondence: You are welcome to e-mail me with questions, but please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). At a certain point, this becomes excessive collaboration. Likewise, do not send e-mails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online syllabus/handouts) and to get the notes from a classmate.

UWG Email Policy: University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.
I also ask that you observe standard grammar and punctuation rules when e-mailing me or any other professor. **DO NOT** send e-mails that are in “text speak.” This is not an appropriate form of communication outside the realm of sending an actual text.

*Note: All student-professor e-mail correspondence must take place via your my.westga.edu account. If you need to reach me outside of class and/or office hours, e-mail is the most efficient way to do so. **Also, please be aware that I cannot communicate with your parents;** should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

**Course Description:** This course will explore how media forms and mediations of perspective shape audiences' understanding of events in modern American culture. Students will examine the defining characteristics of different media forms (i.e. television, photojournalism, short and long fiction and non-fiction works, popular music) and will examine how the construction and projection of textual, aural and visual images shape meaning and influence broader discussions of events. The course will proceed through a series of units: the examination of a particular media event, exploration of texts that examine the mechanisms of media and a discussion of a particular historical phenomenon from several mediated perspectives (i.e. a work of non-fiction, a graphic novel, a film). This trajectory will enable students to understand the relationship between form and content and will allow students to become more intellectually engaged participants in contemporary cultural debates.

**Section Description:** This section focuses on media forms and audience perspectives with specific emphasis on issues of identity, fame, and the nature of celebrity in America. Our three primary texts will be
• A variety of music and music videos as well as selected photographs, advertisements, and television programs, all of which we will interpret as “texts” that work to create, construct, deconstruct the culture of celebrity in America

• The novel *The Hunger Games*, which we will examine in its entirety while paying close attention to nature of celebrity in a post-apocalyptic America

• The film *The Truman Show*, which we will examine in its entirety while paying close attention to the staged nature of reality television and celebrity in America

In addition to these primary texts of analysis, we will read and analyze brief essays (available as hyperlinks below in the assignment portion of this syllabus), as well as any other media suggested by either students or myself during class discussions

**Learning Outcomes:**

• Students will demonstrate an understanding of the characteristics that define and differentiate literary, filmic and visual texts.

• Students will be able to apply this understanding to analyze the relationship between form and meaning.

• Students will be able to explain how diverse modes of humanistic and artistic endeavor contribute to an understanding of the media in America.

• Students will be able to produce written work that synthesizes evidence effectively in organized, specific, and focused paragraphs to support analytical claims.

• Students will demonstrate the ability in informal and formal writing contexts to express ideas using concise and rhetorically appropriate academic English.

• Students will demonstrate the ability to produce a thesis-driven essay that analyzes text in relation to larger “real world” questions of social, cultural, or thematic significance.
As a writing-intensive XIDS class, the writing exercises will foster both individual exploration of ideas, analytical critical questions, cultural or historical contexts, and ultimately thesis-driven argument. Writing assignments will build on each other and will engage students in discussion of the characteristics of visual media, written text and the construction of performances.

Attendance:
Since this class meets so few times, each absence is like missing a week of a normal class. Students should be in attendance for every class period, especially since this is an Accelerated class. No assignments can be submitted late or made up, so even one absence will also affect participation and reading journal grades. Be aware that no distinction exists between excused and unexcused absences. Failure to attend all classes may result in a failing grade for the course.

Assignments:
(1) Reading Journal: students respond individually in writing to daily reading assignments (print, filmic, and visual), demonstrating

- expressive writing (personal response), and
- analytical questioning (for example, have students use their perception of "pressure points" or parts of the text that they found confusing in order to ask critical questions and then, importantly, return to the text for deeper investigation of how to answer that question).

***Both of these will help students move from response towards analysis.

Journals will be used daily and help prompt class discussion.
(2) Visual image analysis: a brief writing assignment, paragraph length at least, based on an observation, description, and analysis of a visual: a print ad or photograph or drawing/painting. This assignment fosters intellectual curiosity and analytical questioning through a medium they know well and instills confidence in “analysis” before they move on to academic writing about written texts.

(3) One short essay (2 pages) explicating an image from a course text and its function in the text as a whole. This assignment builds upon the skills learned from the visual image analysis, transfers it to a written text and moves the writer toward understanding how to build a thesis from critical analysis.

(4) Longer text and context essay (4-5 pages): An essay moving from a text itself to consider contexts: social, cultural, or thematic issues that the text raises in connection to the “real world” of individual experience.

(5) Final creative project: students will develop a creative project at the end of the semester on a topic of their choosing that is related to the course content. Students will develop a presentation related to this project at the end of the semester.

Evaluation:

Course Participation (attendance, group workshops, daily work, in-class writing, creative project progress) 10%

Quizzes 10%

Reading Journal 15%

Writing Assignment #1 10%

Writing Assignment #2 15%

Writing Assignment #3 25%
Final Creative Project 15%

COURSE POLICIES

Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.

Accessibility Pledge

I pledge to do my best to work with the university to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Disability Services in 272 Parker Hall. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law! For more information, please contact Accessibility Services at the University of West Georgia.

ACADEMIC SUPPORT

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available
only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

**Center for Academic Success:** The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

**University Writing Center:** The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

**ONLINE COURSES:** UWG takes students’ privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site. Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide. If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

**HONOR CODE:** At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty
Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

**UWG EMAIL POLICY:** University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**CREDIT HOUR POLICY:** The University of West Georgia grants one semester hour of
credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams)

A complete list University-Wide Policies and Procedures can be found at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

**Plagiarism and Excessive Collaboration Policy:** If a student violates this policy, he/she may receive an F for the assignment or an F for the course (at my discretion). For more about plagiarism, click [here](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

*Plagiarism & Academic Honesty:*

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. (See also *Excessive Collaboration.*) The University Policies for handling Academic Dishonesty are found in the following documents:
Excessive Collaboration:

By the end of the term in both ENGL 1101 and ENGL 1102, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student’s voice/style and original claims to course related work) is considered another form of academic dishonesty and therefore will not be permitted.

Journal Policy: Students are expected to fulfill the journaling portion of this course, meaning they are expected to create and sustain a journal throughout the semester. Journal options will be discussed during first week of class.

Attendance: For classes that meet three times a week, a student is allowed two absences. For classes that meet twice a week, a student is allowed two absences. Arriving late for class counts as 1/2 an absence. Upon the third absence, the professor reserves the right to give the student an F for the course. Be aware that no distinction exists between excused and unexcused absences.
** If withdrawal occurs prior to Wednesday, September 7th, the student will receive a grade of W. If the withdrawal occurs after Wednesday, September 7th, the student will receive a grade of WF. *(FYW Department Policy)*

**Disruptive Behavior:** Students will be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, rude actions or behavior, speaking disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above.

**Role of the Writing Center**

The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student's work. The Writing Center is located in the Parkman Room, TLC 1201. Call 678-839-6513. Or visit the Writing Center online: UWG Writing Center.

**Library Instruction Sessions:** Students enrolled in 1000-/2000-level courses, inexperienced researchers, and students needing refresher classes in basic research are strongly encouraged to sign-up for the basic library instruction sessions and online research sessions. Please visit the links below for further information and scheduling:

Online Research:  [http://www.usg.edu/galileo/skills/](http://www.usg.edu/galileo/skills/)

Basic Library Instruction:  [http://www.westga.edu/~library/nav/stuinstruct.shtml](http://www.westga.edu/~library/nav/stuinstruct.shtml)
**Department Paperless Policy:** As of 2006, the English Department implemented a "paperless" policy in its classrooms. Therefore, most materials (handouts, assignment sheets, notes, etc.) will be made available online—if possible. Students may print these necessary course documents, including the full syllabus, on their home computers or in the computer labs for individual use.

**MLA Documentation Policy:** The department expects that students learn to cite sources accurately in the MLA style for documentation.

**Extra Credit Policy:** There will be no extra credit in this class. Grades are earned by the quality of your work, not how much you do.

**Late Work and Extension Policy:** To receive full credit, essays must be submitted at the beginning of class. Any essay submitted after class will be penalized one letter grade per day. I will not grade any essay submitted later than three days after the due date. In certain instances, a student may be granted an extension period to complete the assignment. These instances must constitute an emergency and the student must discuss the extension period with me at least 24 hours BEFORE the assignment is due.

**Make-up Work Policy:** Students may not make-up missed quizzes or other in-class assignments unless granted an extension (See above policy).

**Recycled Papers:** I will not accept recycled papers (papers written for another class) in any form for any reason. Each essay assignment will be uniquely designed for this course and for this reason; it is unlikely that any essay previously written by the student will adhere to the specific guidelines of the essay prompts. In the unlikely event that the pre-existing paper does correspond with the essay prompt, students are still not allowed to submit it as the final version of his/her essay.
Syllabus: This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus, as will I. The guidelines, expectations, and grading criteria are clearly outlined here, and these will govern the structure of the class. You should print off a copy of the calendar section of the syllabus and bring it to class with you every day, so that you may make note of any changes as they occur.

Reading and Assignment Schedule

August

Week One

W 10 Intro to course basics: syllabus, major assignments, course theme: meaning of media in American culture

R 11 “Cult of Personality”; What is media (past and present)?; (Read before class: 3 Ied Monster ; Thesis Construction

Week Two

M 15 George Michael and Freedom in Media

T 16 Eminem and lack of Freedom in Media; XIDS 2100 Writing Assignment 1

W 17 Finish discussion; begin drafting Writing Assignment 1; thesis and paragraph exercises in class; (Read before class: 10 Things that Make Jade Cry; Integrating Quotations; Commas, Commas, Everywhere; Clause Structure Review
Writing Workshop in class; Read before class MLA Format; bring two copies of your draft with you to class

Week Three

M 22 Workshopping. Bring 2 copies of your outline to class

T 23 Workshopping. Bring 2 copies of your paragraphs to class

W 24 Writing Assignment 1 due at beginning of class; introduction to The Truman Show; analyze movie poster and trailer; introduction to film analysis; grammar focus on commas. (Read before class: Hollywood Sign and Camera Angles)

R 25 Begin discussion of The Truman Show

Week Four

M 29 continue discussion; Discuss Writing Assignment 2; thesis and paragraph exercises in class

T 30 finish discussion; Essay construction: five kinds of introductions; (Read before class: Writing an Introduction

W 31 continue discussion

September

R 1 Drafting thesis and topic sentences in class

Week Five
Monday

5 Labor Day! No Class!

Tuesday

6 Skeletal Outline workshop in class; bring two copies of your draft with you to class

Wednesday

7 Rough draft workshop in class; bring two copies of your draft with you to class

Thursday

8 Writing Assignment 2 due at beginning of class; The Hunger Games: context; themes; culture; begin discussion of The Hunger Games; (Read pages 1-130 before class) discussion

Week Six

Monday

12 Finish part 1 discussion;

Tuesday

13 Discussion; (Read pages 132 – 374 *the end* before class)

Wednesday

14 Discuss Writing Response 3

Thursday

15 Discuss

Week Seven

Monday

19 Finish discussion

Tuesday

20 Revisions of Essay 1 and Essay 2 due at the beginning of class; TS Workshop (bring two printed copies of your essay's skeleton to class)

Wednesday

21 Body Paragraph Workshop. (Bring two copies of printed and typed work with you to class); proofreading exercises; writing a conclusion

Thursday

22 Rough paragraph workshop. (Bring two copies of printed and typed work with you to class); proofreading exercises; writing a conclusion
Week Eight

M  26  No Class!! Finish working on projects.

T  27  Writing Assignment 3 due at beginning of class; Creative Project presentations; last days of XIDS 2100

W  28  Creative Project presentations; last days of XIDS 2100

R  29  Creative Project presentations; last days of XIDS 2100