XIDS 2100-AB2: American Media and the Arts, Fall 2018

Instructor Information

Instructor: Jade Kierbow Loicano
Class Time: MTWR 11:00 am - 12:15 pm
Location: TLC 1109
Office Location: TLC 3134
Telephone (direct): (678) 839 4744
Telephone (department): (678) 839 6512

Office Hours: MW 9:30 am-11:00 am; TR 12:30 pm-2:00 pm; by appt.
Online Hours: MW 1:00 pm-3:00 pm
Westga email:jadel@westga.edu

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page
D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu
24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore
Student Services
678-839-6280

Course Information

Course Description

This course is an overview of the interdependent and interdevelopmental character of movements in the arts and historical/philosophical ideas. The course may be team-taught with a multivariable format which includes lecture-discussion, open discussion among the instructors, tapes, and presentations.

Texts, Readings, Instructional Resources, and References

Required Text(s):

- Black Mirror, "Nosedive" (episode of television programming)
- The Truman Show (film)
Course Objectives and Learning Outcomes

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 television episode "Nosedive," 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.

Content Advisory: Art and entertainment are filled with the many complicated elements of human life. That means the texts we will discuss may contain violence, sexual content, all manner of potentially offensive themes, and profanity. You should be aware that your continued enrollment in this course requires that you consume such content with maturity and a scholarly perspective. No assignment will be waived on the basis of moral objection.

Specific Course Requirements: All assignments must be completed in order to pass this course, but please remember that class discussions are designed to help each student develop original ideas that can be “fleshed out” in out-of-class essays. Therefore, active participation from each student is crucial to the success of every individual, as well as the class as a whole.

Assignments

<table>
<thead>
<tr>
<th>Assignment name</th>
<th>Description</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
</table>
| Quizzes               | Pop Quizzes about material  
(10% of grade)                                                                                              | Given at the start of class  | 100    |
| Writing Assignment 1  | a brief writing assignment, paragraph length at least, based on an observation, description, and analysis. This assignment fosters intellectual curiosity and analytical questioning  
1 = 200 points (20%) of grade | Tuesday, September 4th       | 200    |
### Grading Information and Policy

Grading structure and point scale:
- 900-1000 points: 90% - 100%  A
- 800 points - 899 points: 80% - 89%  B
- 800 points - 899 points: 70% - 79%  C
- 800 points - 899 points: 60% - 69%  D
- < 600 points: < 60%  F

### Grading Rubrics

- Online Discussion Rubric
- Other Rubrics
- UWG Rubrics

Please see the [Common Language for Course Syllabi](#) for official information on UWG’s Academic Integrity Policy.

### Communication Rules

**Communication Rules:**

**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 email 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.

**Network Etiquette:**
Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**QEP:**
This is a Quality Enhancement Plan (QEP) Course. Clear written communication is important in all disciplines, and increasingly employers are expecting college graduates to be good writers. That's one reason why UWG is focusing on improving undergraduate student writing across the core. When you hear about the QEP know that what your peers and professors are talking about is WRITING, because we are committed to giving you opportunities across your core curriculum to improve the quality of your writing. Want to know more? Visit the QEP website at [http://www.westga.edu/qep/](http://www.westga.edu/qep/)

**Late work policy:**
To receive full credit, essays must be submitted by the beginning of class. Any essay submitted after that time 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. In the event of rare, life-altering circumstances (car accident, death in the family, etc.) I will work with students on a case-by-case basis.
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.

Make-up Work Policy: Students may not make-up missed quizzes or other in-class assignments unless there are extenuating circumstances (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.

Academic Dishonesty Policies:

Plagiarism: 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. The university policies for handling Academic Dishonesty are found in the following documents:
The Faculty Handbook, sections 207 and 208.0401
http://www.westga.edu/~vpaa/handrev/
Student Uncatalog: "Rights and Responsibilities"; Appendix J.
http://www.westga.edu/handbook/

Excessive Collaboration: 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. Plagiarism – on any assignment, large or small – will result in failure of the course. Lack of dishonest intent is not an acceptable excuse for plagiarism. Confusion over the definition of plagiarism is not an acceptable excuse for plagiarism. Should you have any questions about what constitutes plagiarism, address these with me and/or the Writing Center. Do not make assumptions and do not take risks. It is not worth it.

Course and UWG Policies

Attendance Policy:

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 Monday, October 8th, the student will receive a grade of W. If the withdrawal occurs after Monday, October 8th, the student will receive a grade of WF. (FYW Department Policy)

In addition, please be aware that the success of this class depends upon every student’s individual contribution to the class. Several of the projects in class will require you to work with other students, and some will require you to assess other students in their degree of success/competency. I expect, therefore, that you will work with each in a constructive, compassionate and rigorous environment, sharing ideas and expertise for the benefit of the group as a whole. Part of your responsibility in this class is to help each other improve, and this means that you must point out your classmates’ strengths as well as their areas of weakness in order that every student might grow in his or oral communication skills. I expect you to deliver your feedback in an honest and tactful manner.

**Americans with Disabilities Act Statement:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the Common Language for Syllabus document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

**Disruptive Behavior Policy:** All electronic devices (cell phones, iPods, etc.) should be turned off and out of sight during class. If your phone rings, the penalty will be humiliating for you and entertaining for everyone else. Students should also maintain respect for the instructor and fellow peers, abstaining from disruptive behavior, including talking out of turn (i.e. side conversations and comments not intended as a part of class discussion), consistently arriving late, or sleeping during class. Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others; each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. Sleeping or texting in class will result in an automatic 0 for that day’s participation grade, regardless of performance on quiz, response, etc.

**MLA Documentation Policy:** The department expects that students learn to cite sources accurately in the MLA style for documentation. You can find a wealth of information at Purdue University’s Online Writing Lab.

**Title IX Reporting:** Effective July 1, 2016, all faculty and staff at public universities in Georgia became mandatory reporters for sexual assault. We are required to report any information concerning sexual assault, and we are not allowed to maintain the information in confidence with the student (the only exceptions being the Counseling Center, the clergy, and medical staff). You are encouraged to report any instances of sexual assault.
**HB 280 (Campus Carry):** UWG follows University System of Georgia (USG) guidance for this policy, which can be found at this site. You may also visit the designated university website for help with USG guidance.

**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.

**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](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Additional Support Information**

**Technical Support**

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](http://www.westga.edu/resources).
Center for Academic Success

The new Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Student Services

Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares.

The Writing Center: TLC 1201 678-839-6513
Writing@westga.edu www.westga.edu/~writing

The University Writing Center is strongly recommended as a resource for help with your assignments for this class. The office works with students and other members of the UWG community to improve writing skills.

What They Do:

● Discuss ideas, read drafts, and work through revisions of essays; they do not proofread
● MLA, APA, Chicago/Turabian, and other citation formats

Policies:

● Please make appointments in advance. They accept walk-ins, but they cannot guarantee that a tutor will be available.
● If you cannot keep your appointment, you must call or e-mail 24 hours in advance to cancel. If you do not notify them 24 hours in advance, you will be counted as a No Show.
● Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment.
● If you have three No Shows in one semester, you will not be able to have any more appointments for that semester.

Hours:
Monday-Wednesday: 10:00 a.m. – 7:00 p.m.
Thursday: 10:00 a.m. – 3:00 p.m.
Friday: 10:00 a.m. – 1:00 p.m.

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/
Basic Library Instruction: http://www.westga.edu/~library/nav/stuinstruct.shtml

**Full URL Support for Courses**

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCares/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
  https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaxIGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrgeffyts1f

**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.

**Class Reading and Assignment Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity and Assignments</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, August 15th</td>
<td>Intro to course basics: syllabus, major assignments, course theme: meaning of media in American culture</td>
</tr>
<tr>
<td>Thursday, August 16th</td>
<td>“Cult of Personality”; What is media (past and present)?; (Read before class: 3 Ied Monster ; Thesis Construction )</td>
</tr>
<tr>
<td>Monday, August 20th</td>
<td>George Michael and Freedom in Media</td>
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<tr>
<td>Tuesday, August 21st</td>
<td>music as a medium of change</td>
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<tr>
<td>Wednesday, August 22nd</td>
<td>music as a medium of containment</td>
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<tr>
<td>Thursday, August 23rd</td>
<td>music as a medium of self-expression</td>
</tr>
<tr>
<td>Monday, August 27th</td>
<td>Eminem and lack of Freedom in Media; XIDS 2100 Writing Assignment 1</td>
</tr>
<tr>
<td>Tuesday, August 28th</td>
<td>begin drafting; thesis and paragraph exercises in class; (Read before class: 10 Things that Make Jade Cry; Integrating Quotations; Commas, Commas, Everywhere; Clause Structure Review</td>
</tr>
<tr>
<td>Wednesday, August 29th</td>
<td>Workshopping. Bring 2 copies of your outline to class</td>
</tr>
<tr>
<td>Thursday, August 30th</td>
<td>Workshopping. Bring 2 copies of your paragraph to class; Read before class MLA Format</td>
</tr>
<tr>
<td>Monday, Labor Day</td>
<td>Labor Day!!! No Class!!</td>
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<tr>
<td>Date</td>
<td>Notes</td>
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<tr>
<td>September 3rd</td>
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<tr>
<td>Tuesday, September 4th</td>
<td>Writing Assignment 1 due via Turnitin.com by 10:59am; introduction to &quot;Nosedive&quot;</td>
</tr>
<tr>
<td>Wednesday, September 5th</td>
<td>Introduction to film analysis; grammar focus on commas. (Read before class: Hollywood Sign and Camera Angles); continue discussion; Discuss thesis and paragraph exercises in class (watch “Nosedive” before class)</td>
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<tr>
<td>Thursday, September 6th</td>
<td>Discussion</td>
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<tr>
<td>Monday, September 10th</td>
<td>Discussion</td>
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<tr>
<td>Tuesday, September 11th</td>
<td>Essay construction: five kinds of introductions;(Read before class: Writing an Introduction)</td>
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<tr>
<td>Wednesday, September 12th</td>
<td>Discussion</td>
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<tr>
<td>Thursday, September 13th</td>
<td>Drafting thesis and topic sentences in class</td>
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<tr>
<td>Monday, September 17th</td>
<td>in-class workshop (read these sample paragraphs from former students for Writing Assignment 1: Control Over People Through Music; Eminem Writing Assignment 1; I Don't Belong to You )</td>
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<tr>
<td>Tuesday, September 18th</td>
<td>Assignment 2 due via Turnitin.com by 10:59 am; Begin discussion of The Truman Show</td>
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<tr>
<td>Wednesday, September 19th</td>
<td>Discussion</td>
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<tr>
<td>Thursday, September 20th</td>
<td>Discussion</td>
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<tr>
<td>Monday, September 20th</td>
<td>Discussion</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>September 24th</td>
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<tr>
<td>Tuesday, September 25th</td>
<td>Finish Discussion; Discuss Writing Prompt 3</td>
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<tr>
<td>Wednesday, September 26th</td>
<td>Begin Drafting; (see <a href="#">Skeletal Outline for Essays</a> and <a href="#">Pitch Perfect Sample Paragraph</a> before class)</td>
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<tr>
<td>Thursday, September 27th</td>
<td>Thesis Workshop ( Bring two copies of printed and typed work with you to class)</td>
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<tr>
<td>Monday, October 1st</td>
<td>Body Paragraph Workshop. ( Bring two copies of printed and typed work with you to class)</td>
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<tr>
<td>Tuesday, October 2nd</td>
<td>Assignment 3 due via Turnitin.com by 10:59 am - Discuss specifics of Final Creative Project</td>
</tr>
<tr>
<td>Wednesday, October 3rd</td>
<td>Fall Break! No Class!</td>
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<tr>
<td>Thursday, October 4th</td>
<td>Fall Break! No Class!</td>
</tr>
<tr>
<td>Monday, October 8th</td>
<td>Revision of assignment 1 due via Turnitin.com by 10:59am - Final Workshop in class</td>
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<tr>
<td>Tuesday, October 9th</td>
<td>No class - office hours - work on Final Project</td>
</tr>
<tr>
<td>Wednesday, October 10th</td>
<td>Final Presentations</td>
</tr>
<tr>
<td>Thursday, October 11th</td>
<td>Final Presentations</td>
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