MSP - 821 – 701
The Future of Your TV – GenEd Arts
Spring 2022 – Online Asynchronous
3 Credits

Instructor: Dr. Stephanie Palmieri
Meetings: Online Asynchronous
Office Hours: By appointment

Email: stephanie.palmieri@temple.edu
Assignments Due: Sundays by 8:00pm EST

Temple and Covid-19
Temple University's motto is Perseverance Conquers and we will continue to meet the changing circumstances of the COVID pandemic with flexibility and resilience. Working together as a community to deliver a meaningful learning experience is a responsibility we all share.

Course Description:
What is the future of your TV? What kind of programming and content changes will the future bring? How are the television experience, the relationship between broadcasters and viewers, and technology changing? How will digital delivery services like YouTube, social media, streaming platforms, and cable evolve? Television is not going away, but how, where and when we interact with TV has changed and continues to re-define itself. In this course, you will learn about the history, trends, and contemporary issues concerning changes in TV; and you will take the driver's seat as *critical thinkers* and *creators of content*. Successful fulfillment of your assignments will require careful analysis of readings, lectures, interaction with your classmates, and comprehension of the course material.

Course goals:
The overarching goal of this class is to encourage you to think and create independently and analytically, and to enjoy the processes of thinking, learning and creating. This course is part of Temple's General Education (GenEd) program, which connects different fields of study and links them to contemporary issues. The goal of the GenEd program overall is that you become a critical thinker, active in the learning process. This means going beyond absorbing facts to being able to find, evaluate, analyze and organize information; to solve problems; and to generate and present your own ideas.

Specific learning goals of this class
The learning goals for this course reflect the GenEd goals in these specific ways:
- *Critical Thinking, Information Literacy, Contextualized Learning, Communication Skills, and Lifelong Learning.*
  - Locate, evaluate, and utilize sources of information to explore the technological origins, cultural and political impact and ongoing evolution of TV
  - Apply critical thinking skills to evaluate emerging technological, business, and programming challenges and solutions for converged media in order to gain a deeper understanding of television's future within the changing media landscape
  - Demonstrate competency in basic digital media techniques through the creation of a digital media project
  - Describe and evaluate television, cable and media using the terminology associated with these industries

o Demonstrate visual literacy by being able to recognize and describe formal elements of moving images

Area Goals

This course is part of the Arts area and aligns with all five of the Arts area goals:
- Experience and respond to a work of art or creative process;
- Recognize and interpret a work of art or creative process in a societal, historical or cultural context;
- Describe or evaluate a work of art or creative process using appropriate terminology;
- Demonstrate "appreciation" for the value of art in our lives and society; and
- Function as a member of an audience

Outcomes

These desired outcomes correspond to the learning goals. Successful completion of this class will strengthen your ability to
- Evaluate source credibility
- Apply standards of critical thinking to scholarly and popular texts
- Describe the evolution and impact of television
- Distinguish characteristics of television delivery systems
- Analyze characteristics of television production
- Properly use scholarly conventions of citing and referencing
- Plan and create basic digital media content using mobile technology
- Present your ideas orally, in writing, and via digital media
- Identify your role in the television ecosystem

Course Learning Objectives

#	Learning Objective	Direct/Indirect Assessment Tool
1.	Build a knowledge base of the key elements of TV	Class discussion; Reading Notes 1-7; video lectures; Asynchronous Quizzes; Screening Quizzes; Final Project
2.	Demonstrate recognition of TV as a complex system of creativity, business, art, and technology	Class discussion, Reading Notes 1-7; Screening Quizzes; Final Project
3.	Recognize the historical, global, and formal properties of TV	Class discussion; Reading Notes 1-7; video lectures, Asynchronous Quizzes
4.	Critically evaluate television as a practice of communication	Class discussion; Reading Notes; video lectures, Asynchronous Quizzes; Final Project
5.	Critically evaluate your roles as viewer, consumer, audience member, and content producer	Class discussion; Screening Quizzes; Reading Notes 1-7; Final Project; video lectures, Asynchronous Quizzes

Important University Links:

- Cherry Pantry: https://studentcenter.temple.edu/cherry-pantry
- Emergency Student Aide: https://deanofstudents.temple.edu/news/student-emergency-aid-fund
- Office of Student Affairs: https://studentaffairs.temple.edu/
- Student Success Center: https://studentsuccess.temple.edu/
- Temple Writing Center – http://www.temple.edu/writingctr/
- TECH Center – https://computerservices.temple.edu/lab/tech-center
- Wellness Center – http://wellness.temple.edu/
- Tuttleman Counseling Center – http://counseling.temple.edu/
- CARE Team – http://careteam.temple.edu/
- Disability Resources and Services: https://disabilityresources.temple.edu/
- Temple University Sites (create a website): https://sites.temple.edu/
- Klein College of Media and Communication: https://klein.temple.edu/
- Temple Academic Honesty Policy: https://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty
- Temple Technology Policy - https://its.temple.edu/technology-usage-policy

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University Emergency Student Aid Program are in operation as well as a variety of resources from the Division of Student Affairs.

Syllabus:

This syllabus is the roadmap for this course and serves as a contract between you the student, the instructor, and the university. Should you choose to remain enrolled in this course, you are consenting to abide by all of the polices herein. The syllabus defines a student's responsibilities, and details course grades, deadlines, and the course schedule. All efforts will be made to follow the syllabus closely. Any alterations to the syllabus will be announced on Canvas and in class.

Instructor Expectations:

Please note the following items are baseline expectations. These are the things you are supposed to do as a college student. Doing these things does not guarantee that you will receive an A in the course.

I expect you to:

- Communicate with me directly and respectfully when in need of help or when trying to resolve a concern.
- Treat all classmates and instructors with respect at all times – hate speech will not be tolerated.
- Understand that our community is diverse in myriad ways and that diversity strengthens our community.
- Pay attention to detail and follow directions.
- Turn in all assignments on time and in the stipulated format.
- Attend all class meetings and be on time for all classes and meetings with instructors.
- Complete all assignments and complete them to the best of your ability.
- Complete your own assignments and properly site all referenced materials.
- Participate during small and large group discussion in class.

- Participate in positive, compelling, and meaningful ways during class discussion.
- Utilize course assignments to participate in effective ways during class discussion.
- Seek out writing help from the writing center, from me, or from the TAs if necessary.
- Regularly check your grades and attendance on Canvas
- Regularly check your feedback/rubrics in your OneDrive folders

How This Course Will Be Taught:

This course is entirely online and asynchronous, which means that we will not have any live, in person sessions or any live zoom/online sessions. You must complete all of the assignments by the stipulated due date and time. Important course information and announcements will be posted on Canvas – it is important that you check your email and Canvas each day for updates on the course. When I teach this course in person, we do a bulk of the screenings in class together. Because that is not an option in this course, I have created a choose-your-own section of the course to make completing the course material more feasible and more in line with the time put in by in-person students. Section 1 will contain a series of mandatory lessons and assignments. In Section 2, you will be asked to complete 14 of the remaining 20 lessons. More information on the course schedule will appear later in the syllabus. There will NOT be a final exam in this course; however, you will be turning in a final project during finals week.

Virtual Learning:

Please remember, you opted to sign up for an entirely online and asynchronous course. We will not meet together live as a class in a digital or in person space. The way this course will operate is that I will post all of the content on lesson pages on our course website, and you will complete those lessons according to my instructions. It is your responsibility to follow through on course assignments. I have created specific due dates for all of the course content in an effort to help you stay organized and move through the course at an appropriate pace. There are no in person reminders. Everything in this course will exist entirely online. If you do not feel capable of completing a course of this fashion, I strongly recommend that you reconsider taking this section. You are more than welcome to contact me about switching into my in-person section (if there are still openings) during the add/drop period.

Technology

In order to fully participate in this course, you will need consistent access to:
- A computer (or Smartphone)
- Internet access
- Temple email account
- Temple OneDrive account
- Word (which you can access through your Temple email/OneDrive account)
- Canvas
- Netflix
- Hulu

Please note:
- Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked from the Dean of Students Support and Resources

webpage (https://deanofstudents.temple.edu/support-and-resources). The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. Internet Essentials from Comcast (https://www.internetessentials.com/) provides the option to purchase a computer for $150 and high-speed Internet service for $9.95 a month, plus tax. The Emergency Broadband Benefit (EBB) (https://www.fcc.gov/broadbandbenefit) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified households can receive a temporary monthly credit of up to $50/month toward their Internet service and leased Internet equipment until the program's funding runs out.

Required Texts:
There are no required textbooks for this course. All of the readings and lesson materials for this course will be posted on the course website.

Streaming Services:
Throughout the semester, you will be asked to watch a variety of episodes outside of class. You will need both Hulu and Netflix to access episodes outside of class. Please make appropriate accommodations for the semester. The monthly cost of a basic Netflix plan is $8.99. The monthly cost of the basic Hulu plan is $5.99. There is one episode of *Full House* that used to be accessible on Hulu but no longer is. I am working on finding access, but if I cannot, you may need to purchase this episode for $1.99. I will follow up on this episode later in the semester.

Course Website: www.msp821.weebly.com
This course website will house all course materials and will be accessible to you at all times. Information found on the website includes the syllabus, lessons, video lectures, prezis, assignment instruction sheets and rubrics, models of assignments, assignment exemplars, course announcements, final project information, and takehome messages.

Canvas:
In this course, Canvas will be a place where you can check your grades, check your attendance records, submit assignments and see course announcements. It is your responsibility to check Canvas for updated course announcements. When inputting grades into Canvas, I will only be using this space to show you how many points you earned on an assignment. **Please ignore any grade percentages Canvas is telling you**. I have created an Excel document for each of you to download and use to calculate your grade in real time by entering in your scores. I will also share my gradebook with you at the mid-point and end of the semester so that you can double check all grades are accurate. I will do this via google doc and all use your TUIDs in numerical order to keep this information anonymous.

Please note – you should always consult your course schedule on the course syllabus for assignment due dates. The course schedule is the most accurate assignment information. Please do not only rely on Canvas to tell you when items are due.

Canvas Course Announcements:
I suggest you check the course announcements daily. If I post an announcement, you are responsible for the information in it. This system keeps things simple and challenges you to be a more active and accountable participant in your own education.

Temple OneDrive – Individual Folders:
I will utilize OneDrive to provide you with your completed rubrics and feedback on assignments. You will each have an individual folder titled your **Last Name, First Name – MSP 821 – Spring 2022.** During Week 1 of the semester, I will provide you with a link to access your folder. You can also access this folder directly through your Temple Email Account/OneDrive once I publish it. I will use your temple email address to share this folder and will NOT give any outside account (including your personal email) access to this folder.

Once graded, I will upload your assignments and the assignment rubrics into this folder for you to access. Only you and course instructors can access your individual folder. I will be providing feedback on Reading Notes 1 – that feedback will be uploaded into your folder. You will also access your individual meeting prep doc in this folder.

It is your responsibility to know how to utilize OneDrive and to check the uploaded materials. If you need help navigating OneDrive, I expect you to ask for my help prior to your individual meeting.

Temple OneDrive – Class Folder
I have also created a class folder in OneDrive. You can access this folder through your Temple email account. All students in the course will have access to this folder. It will contain important class information and resources.

Attendance Policies:

Add/Drop Period
If you add this course after it officially begins, I expect you to complete the assignments you missed. It is your responsibility to reach out to me (as soon as you add the course) so we can determine new deadlines if necessary. You will not be excused from assignments or attendance just because you added the course after it officially began.

Temple Attendance Policy during COVID-19:
To achieve course learning goals, students must attend and participate in classes, according to your instructors' requirements. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to the virus or tested positive for it, you should not come to campus or attend in-person classes or activities. It is the student's responsibility to contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so, and to make a plan to complete all assignments in a timely fashion, when illness delays their completion. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

Course Attendance and Engagement
Students will not be penalized for COVID-related absences, specifically illness.

If a student is unable to participate in an online class or course activity, or a portion thereof, including attendance at a live video session, the student should take the following steps:
- Notify instructors in advance of the inability to participate, if possible.

- If experiencing symptoms, isolate from others immediately, go to the Online Student Health Portal (https://shs-portal.temple.edu/login.aspx), log in, click on the COVID-19 tab and enter their symptoms on the Symptom Tracker.
- Keep up with coursework, as much as possible.
- Participate in class activities and submit assignments electronically, to the extent possible and as directed by the instructor.
- Reach out to the instructor if illness will require late submission or other modifications to deadlines or work requirements.
- If necessary, work with their instructors to reschedule any synchronous exams, labs or other critical academic activities.

If continued active engagement in a course is not possible due to illness or other COVID-related circumstances, students may wish to consider options with their instructor and/or advisor. These options might include withdrawal or the possibility of an incomplete grade.

Honesty, Flexibility and Academic Integrity
This temporary university-wide protocol relies on the honor and good faith of all university community members. It requires students to allow their attendance to be tracked through a central process, and to report the reason for their absence truthfully and in a timely fashion. It requires instructors to ensure that attendance is recorded and to trust the word of their students when they say they are ill. In all cases, Temple's commitment to honesty and academic integrity must remain strong, and the usual expectations for conduct and academic integrity will be enforced.

MSP 821 - Documented Emergencies:
I expect you to turn in your assignments on time and completed to the best of your ability. **Please note - late assignments will not be accepted.** Late work will result in a 0 unless you have experienced a documented emergency/extenuating circumstance *and* have communicated directly with me as soon as possible prior to or closely following that emergency *and* I have agreed to an extension. In the event of a **DOCUMENTED EMERGENCY**, we can discuss the possibility of an assignment extension or a makeup assignment. If you are experiencing a truly dire circumstance that prevents you from attending class or completing assignments, it is your responsibility to communicate with me.

- **Emergencies Include**: COVID-19 related circumstances; severe illness; hospitalization; severe illness of a child or family member for which the student is the primary caregiver; death in the family; death of a friend; funeral; severe psychological trauma; military service; imprisonment; major job interviews for an imminent career; natural disasters (volcano, hurricane, severe flooding, earthquake, etc.); and (something like) feeling so generally overwhelmed by life/school/work that you cannot function/get out of bed.

- **Emergencies DO NOT Include:** Waking up late, being scheduled to work, having car trouble, SEPTA trouble, going home to visit family, family reunions, family vacations, weddings, cruises, being in a band, not feeling well, NCAA competitions, career fairs, basic job interviews, etc.

- **Timely Contact:** In the event of a documented emergency, it is the student's responsibility to contact me and provide documentation of the emergency as soon as possible, and preferably prior to when the assignment in question is due. **You must contact me (and provide documentation if necessary) about a missed assignment due**

to an emergency no later than 1 week from the date in question. If you do not provide documentation or contact me within that time frame, you will forfeit the possibility of receiving an extension. If you are experiencing an emergency, please email me as soon as possible. For COVID-19 related illness/circumstances, you will not be required to provide formal documentation; however, the timeline on contacting me still applies. You will be expected to make up the work as soon as possible and no later than the date you and I establish.

- **Please note:** There will be no make-ups for the final project date; you must submit your project on time or forfeit all points. The only time when a final project may be delayed is in the event of a student qualifying for and being given an incomplete for the semester.

- **If you have questions about what constitutes a documented emergency:** please feel free to email me or speak with me via video chat. I am here to help you. If you need to talk, please contact me.

- **Communicating your emergency:** If you experience a true emergency, must attend a funeral, are having a serious medical or mental health issue, have a Temple-sanctioned (unmissable) event, are observing a religious holiday, experience a prolonged and severe illness, or experience any other truly unavoidable circumstance, I expect you to communicate with me directly via email and when possible, in person (or via video-chat). It is your responsibility to communicate with me. I will not seek you out. You must come to me.

- **Parent Emails:** You are in college. It is difficult. I have policies you may not agree with. Rest assured that I am a trained educator and have planned this course with the utmost care and attention to sound pedagogy. I do not want to hear from your parents. You are adults. It is your responsibility to communicate with me professionally should the need arise. I will not respond to emails from your parents (unless you are physically incapable due to something like prolonged hospitalization), nor do I want to hear what they think about my policies or my course. If your parent emails me, I will forward that email to you so that you can handle it directly.

- **My Policies:** I appreciate your concerns as a student; however, I do not want to hear if you think my policies are unfair. You can certainly believe they are unfair, but I assure you, I put a great deal of thought into my policies and work to make sure this course is fair for all students. Your inability to follow directions is not my cause for panic. I am more than clear (in this syllabus, on the instruction sheets, and in class) about my expectations and what constitutes a 0 on an assignment. I am also more than clear on what constitutes an extenuating circumstance. Do not insult me or make yourself look silly by emailing me after you make a mistake and telling me (or demanding that) my policies are unfair.

- **I Am Human:** I know I am a stickler for details and for policies, but please know, I am still human. I believe in helping you when you are experiencing extenuating circumstances. However, I won't know you are experiencing them if you do not tell me. Even if what you are experiencing is not an "official" extenuating circumstance, it is helpful for me to know if you are struggling in ways that affect your ability to complete this course. I can only help if I know what is going on. Also, please note that I am not a robot. I make mistakes. If something seems off to you in terms of a grade or something similar, please reach out respectfully, and I will be happy to rectify any errors on my part.

Disability Accommodations and Services:

- Please bear in mind that COVID-19 may result in a need for new or additional accommodations.

- Any student who has a need for accommodation based on the impact of a documented disability (e.g., physical, learning, psychiatric, systemic, vision, hearing, etc.), including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation **by the end of the second week of classes, or as soon as practical**.

- If you have a need for accommodations, and have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex or go to their website http://disabilityresources.temple.edu/ to learn more about the resources available to you.

- I will work with DRS to coordinate reasonable accommodations for all students with **DOCUMENTED** disabilities. After I receive your accommodation from DRS, I will contact you to set up a short meeting so that we can speak and make sure we are on the same page.

- **Please Note:** I am extremely sensitive to the needs of my students. I am open to considering and utilizing a variety of strategies to support your learning. However, I cannot accommodate you if I do not have your formal paperwork. If you do not provide me with formal DRS paperwork that stipulates your accommodations, I will be unable to accommodate you in a timely fashion. **If you present me with accommodations after assignments are due, well into, or at the end of the semester, I cannot and will not go back and undo or overturn any grades or attendance records to accommodate you after the fact.** It is your responsibility to seek the help you need from DRS. If you need help with that process, I am happy to guide you.

Academic Honesty:

Violations of academic honesty and integrity as well as any academic misconduct will be punished. These violations include cheating on assignments or examinations; lying about your contribution to an individual or group assignment; plagiarizing (the unacknowledged use of another person's labor: another person's ideas, words, or assistance); selling, purchasing, utilizing, or exchanging of term papers or other written assignments (including on sites like CourseHero); falsifying of information; reusing materials submitted in other courses without current instructor's permission; depriving another student of necessary course materials; interfering with another student's work; or being a disruption in class. Academic dishonesty or misconduct may result in a 0 on that assignment, an F in the class, and/or University mandated consequences. For more information about academic honesty, please consult the Temple University Undergraduate 2020-2021 Bulletin.

Academic Dishonesty – Plagiarism

- It is your responsibility to know what plagiarism is and how to avoid it. I have added information below to help guide you. **Please note, intent does not factor into the idea of Plagiarism. Whether you meant to plagiarize or not does not matter.** If you take another person's work and do not cite that person, you are plagiarizing, and you will be

penalized. As noted above, plagiarism may result in a 0 on that assignment, an F in the class, and/or University mandated consequences.

- Please note, I have had to report past students to the university for serious and repeated instances of plagiarism. It does happen.

- Please know that it could not be easier to check to see if you plagiarized. I keep all past student assignments in my files. Canvas also has a plagiarism checker that all of your work is scanned through each time you submit. I can also easily Google phrases in your work that seem off. If you plagiarize, you will get caught and you will be penalized.

- If you need help avoiding plagiarism, please reach out to me for guidance.

Avoiding Plagiarism:
In order to avoid plagiarism, all submitted work must be the student's original work and must acknowledge the use of another person or entity's ideas, words, facts, or other types of assistance. You must provide citation for the following things:
- **Quotations.** Whenever you use a phrase, sentence, or longer passage written (or spoken) by someone else, you must enclose the words in quotation marks and indicate the exact source of the material, including the page number of written sources.

- **Paraphrasing.** Avoid closely paraphrasing another's words. Substituting an occasional synonym, leaving out or adding an occasional modifier, rearranging the grammar slightly, or changing the tenses of verbs simply looks like sloppy copying. Good paraphrasing indicates that you have absorbed the material and are restating it in a way that contributes to your overall argument. It is best to either quote the material directly, using quotation marks, or put the ideas completely in your own words. In either case, acknowledgment is necessary. Remember: expressing someone else's ideas in your own way does not make them yours. Please also note that taking another person's words and simply replacing a word or two OR replacing several words with the help of a thesaurus is still plagiarism. Simply changing a few words does not mean you are paraphrasing.

- **Facts.** In a paper, you will often use facts that you have gotten from a lecture, a written work, or some other source. If the facts are well known, it is usually not necessary to provide a source. In a paper on American history, for example, it would not ordinarily be necessary to give a source for the statement that the Civil War began in 1861 after the inauguration of Abraham Lincoln. But if the facts are not widely known or if the facts were developed or presented by a specific source, then you should identify that source.

- **Ideas.** If you use an idea or ideas that you learned from a lecture, written work, or some other source, then you should identify the source. You should identify the source for an idea whether or not you agree with the idea. It does not become your original idea just because you agree with it.

Course Citation:
Everything you cite in this course must be in accordance with the latest version (7th Ed.). You can utilize the following resources to help you with citation.
- APA Website: https://apastyle.apa.org/
- The Owl at Purdue (see APA guide): https://owl.purdue.edu/owl/purdue_owl.html

Student and Faculty Rights and Responsibilities:
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy of Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02), which can be accessed through the following link
http://bulletin.temple.edu/undergraduate/about-temple-university/student-rights/

Temple Expectations for Class Conduct
The best way to maintain a safe and focused learning environment is for everyone to get vaccinated. Masks must be worn by vaccinated and unvaccinated people in all indoor or in enclosed spaces (including classrooms, the Library, the TECH Center, the Student Center, shuttles/buses, administrative spaces, common areas in residence halls, etc.). For your general health and well-being, hand washing and monitoring your health is still highly recommended.

It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement (https://diversity.temple.edu/), will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. However, please note that hate speech will not be tolerated in this course, and while we are all entitled to our own opinions, we are not entitled to create our own facts.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as "shouting" online. Remember to be careful with your own and others' privacy. In general, have your behavior mirror how you would like to be treated by others.

Appropriate Communication
Should you choose to email me with demands, threats (implicit or explicit), unjustified accusations, foul language, or clearly unfiltered anger, I reserve the right to not respond. Please note that I will forward these emails on to my supervisors, including the director and chair of the Media Studies and Production department. Please see the chart on the next page for detailed information on professional and appropriate communication.

Appropriate Communication

Grading	- I will grade all assignments for this course - I utilize a grading rubric, which I provide for you, for all major assignments. I also provide instructions and examples for all major assignments. - I will post exemplars for each assignment after grading is completed and assignments are returned.
Check in with me	- You may email me at any time during the course of the semester with any questions that you have about our course, assignments, lessons, etc. or if you need help with an assignment. - If you read an interesting article, see a TV series that reminds you of class, or want to share something academic with me, have at it – I love to see that you are thinking about class outside of the classroom.
What should I title the email?	- Start every email title with **MSP 821** - Include a short description as well - For example: - MSP 821 – Can I schedule a meeting? - MSP 821 – Reading Notes Question - MSP 821 – Assignment Question
What does an appropriately worded email look like?	Dear Dr. Palmieri, I am struggling with the reading for Reading Notes 2. I am free during your office hours this Tuesday. Would it be possible to meet with you then to ask some questions? Thank you. Sincerely,
What should I avoid doing in an email?	*Demands* – please do not demand things from me. It is rude. You are not my only student. If you need help, ask in an appropriate fashion. *Attacks* – you may be dissatisfied with a grade, but please understand – in this course, you earn every grade you receive, whether it is an A or an F. If your tone and language are harsh, you will likely be unhappy with my response. *Grammatical Mistakes* – An email with an instructor is a formal communication and should reflect professional standards. We all have typos, but before you send an email, give it a once over. Please do your best to word your email appropriately and in conventional English. *Rudeness* – I am here to help you, but if you are rude, aggressive, or demanding, I reserve the right to ignore your email.
How long will it take for a response?	- Although I may answer your emails outside of business hours, you should only expect me to respond to your emails during business hours. While I will make every attempt to contact you within a reasonable amount of time, a student must allow 2 full days for response to an email. - Do not wait until the last minute to email me about an assignment – I will likely not be able to respond.
Office Hours	- Oftentimes, I can help you via email. - If you feel your needs require a video chat or in person meeting, I am happy to accommodate you. Please email me to set up an appointment.

You will receive a 0 on an assignment for any of the following items:	- Document submitted is not the appropriate and stipulated file type - The file is titled incorrectly – this includes an extra word(s), missing word(s), reversed last and first name, the incorrect reading notes number, etc. - The assignment is not submitted on time (through Canvas) - The document submitted is the incorrect document – for example, a paper for another class. - The document submitted is the correct assignment, but you wrote about the wrong content (episode, reading, journal prompt, etc.). - You bring me a hard copy version because you were having computer trouble - The assignment is plagiarized in part or whole – either from another student's work or an outside source.	
Unacceptable excuses for missing work and my answers to them	I don't have Word on my computer.	- Temple provides a free download of Word software through portal and through Microsoft 365. - Temple has thousands of computers on campus for student use - You can download OneDrive (or Google Drive) docs as Word docs
	I don't know how to use OneDrive	- It is your responsibility to be able to use this basic resource. - You are capable of utilizing Microsoft's help service
	I do not have a personal computer	- Temple has thousands of computers on campus for student use and can assist distance learners. - It is your responsibility to make sure you have appropriate access (or have asked for help with gaining access).
	I did not have Internet access	- Temple has thousands of computers on campus for student use - Temple provides free Wi-FI for student laptops on campus - Coffee shops, bookstores, Panera, and public libraries offer free Wi-FI. - Temple has provided several resources to help you acquire reliable Internet access – it is your responsibility to utilize those resources.
Why do I care so much about directions and details?	- Adhering to my specifications enables you, me, and my TAs to stay organized - Attention to detail demonstrates pride in your work - You will be expected to adhere to many stipulations in your careers, whether you are in media, finance, nursing, engineering, teaching, or anything else. Clients are picky, especially when you are handling millions of their dollars or sticking a needle in their arm to take blood. - You will be expected to follow directions as a human being – the electric company won't care about your problems.	

Grading Criteria:

A	An earned grade that represents outstanding and exceptional work, consistent attention to detail, and a profound understanding of course material.
B	An earned grade indicating competent, above average work and a strong understanding of course material.
C	An earned grade for work that is average and/or merely fulfills the basics of the assignment and course and lacks some important connection to or understanding of the course material. ***Note: Although D- is a passing grade, a minimum grade of C- is required in General Education courses to receive credit and, in many programs, courses required by the major.**
D	An earned grade given to work that does not fulfill the conditions of the assignment and lacks connection with the course material in multiple ways. A course grade of D indicates a fundamental lack of understanding of course material and lack of engagement in course materials.
F	An earned failing grade for late work, poorly executed work, plagiarism, or other failure to adhere to the requirements of academic integrity. A course grade of F indicates a fundamental lack of understanding of course material and lack of engagement in course materials.

Grading:

- I take great care to ensure that I am grading all students' work in the same way and based on the same criteria.

- The rubrics for the assignments help to ensure fair grading by providing you with the grading system and by clearly demonstrating the elements on which you will be graded.

- Please understand, despite my best efforts to grade fairly, there are 165 students my sections, and I am human. Sometimes there will be mistakes. As long as you approach me respectfully, I am happy to discuss your concerns and rectify any mistakes.

Grade Appeals:

- If you have a question regarding a particular grade, I am happy to review it. You may inquire about a particular grade in order to ascertain why that grade was given. **Please note that inquiring about a grade does not guarantee a change of grade.**

- If you feel that the grade was not justified, you may proceed through a formal grade appeal process. All grade appeals must be submitted in formal writing, in a word document, via email, **no later than one week after the assignment in question has been returned.**

- The submitted dispute should fully delineate the reasons the student believes another grade is warranted. Any supporting materials including the original assignment, the completed grading rubric, and email communication with the grader should be attached to the submitted dispute.

- The appeal must provide **rational criteria** for why the current grade is inaccurate. Feelings do not constitute rational criteria. Such claims as "I worked really hard on the assignment," "I'm confident in my work," "I feel I deserve a higher grade," or "the grade was unfair" are not valid reasons to appeal a grade. The student must offer some empirical proof that the grade is inaccurate.

- Disputing a grade is not a guarantee that the grade will be changed. Once the student has submitted a formal grade appeal and all supporting evidence, the instructor will carefully review the materials and examine the assignment. The instructor will decide if the grade deserves to be changed based purely on the quality of the work submitted by the student and no other criteria. The instructor's grade will be the final grade for the assignment and that grade may be higher, lower, or comparable to the original grade.

Assignment Help:
I am always happy to help you with your assignments. I am here to answer questions and to provide you with the tools you need to succeed. I am always willing to work with students during office hours or by appointment and are happy to provide feedback on an assignment draft (prior to its due date) via email. Please allow me enough time to offer you help – I will not be able to provide feedback or help on the day an assignment is due. It is also difficult to assist you the night before an assignment is due.

Grading Scale (%)

A = 94-100   B+ = 87-89   C+ = 77-79   D+ = 67-69   F = 0-59
A- = 90-93   B = 84-86   C = 74-76   D   = 64-66
               B- = 80-83   C- = 70-73   D- = 60-63

Extra Credit Policy:
I do not give any. Please do not ask. Please note that if an instructor chooses to offer extra credit, that instructor is required by the university to provide all students in that course with an equal opportunity to complete the extra credit assignment. If you ask any professor at Temple for individual extra credit, you will be turned down. Complete your assignments on time and as instructed. **Please do not email me an ultimatum that if you do not get a certain letter grade in my class you will not graduate or you will lose a scholarship.** If you send repeated emails begging me to fix your grade or offer you opportunities at the end of the semester to go back and redo work, I will ignore them.

Grade Breakdown:
The breakdown of assignments and their points and percentages in your final grade are broken down in a chart on the following page. Below, you will also find the formula for calculating your weighted graded in this course.

Calculating a Weighted Grade:

	Individual Meeting	(your points/25) (.10)
+	Lessons 1-7 & 20	(your points/56) (.15)
+	Lessons 8-19 & 21-28	(your points/196) (.25)
+	Reading Notes	(your points/100) (.25)
+	Final Project	(your points/150) (.25)

=   Total x 100 = percentage = letter grade

Weighted Grade Example:

	Individual Meeting	(24/25) (.10) = .096
+	Lessons 1-7 & 20	(50/56) (.15) = .1339
+	Lessons 8-19 & 21-28	(181/196) (.25) = .230
+	Reading Notes	(82/100) (.25) = .205
+	Final Project	(130/150) (.25) = .216

=   Total x 100 = 88% = B+

Course Schedule – Please Read Carefully:

- **Section 1:**
  - Includes Lessons 1-7 and Lesson 20; an individual meeting, and reading notes 1
  - All items in Section 1 are mandatory
  - For Lesson 1-7 & 20: There is a total of 56 possible points in this section. Those points are comprised of 8 asynchronous quizzes and 2 OneDrive responses.
  - This series of lessons/points combined is worth 15% of your final grade.
  - During this section, you will also complete 2 other mandatory assignments (reading notes 1 and your individual meeting). The points for these assignments will go toward two separate categories of your final grade.
  - Reading Notes 1, combined with 3 other reading notes assignments of your choice, will total 100 possible points and be worth 25% of your final grade.
  - The individual meeting, which includes a written document and a virtual meeting will be worth 25 points and will make up 10% of your final grade.

- **Section 2**
  - Includes Lessons 8-19 & 21-28; 3/6 remaining reading notes assignments
  - There are a total of 20 lessons in this section. You must complete 14 of these lessons in full.
  - Do NOT complete more than 14 of these lessons for points. If you complete extra lessons, you will NOT receive extra points or extra credit. I will not replace low scores with new higher scores. I will simply not count those points. You are welcome to watch the lesson content and episodes of additional lessons to enhance your learning, but you will not receive credit beyond your chosen 14.
  - Lessons: You must complete an ENTIRE lesson in order to receive any points for that lesson. Each lesson in this section is comprised of 1-2 screening quizzes and 1 asynchronous quiz. Some lessons contain a reading notes assignment as well. You must complete all assignments for that lesson in order to get any points for that lesson. For example, if you choose to do lesson 13 and you do the reading notes and the screening quizzes but not the asynchronous quizzes, you will receive a 0 on the assignments you submitted. I do not want you to simply just watch all of the episodes without doing any of the learning.
  - Reading Notes: In this section, you must complete 3 of the 6 remaining reading notes assignments. If you get a 0 on a reading notes assignment, that still counts as a grade. You do not get to replace a 0 with an extra reading notes. I will not give extra credit for additional reading notes assignments beyond the 4 total (RN1 and 3 of your choice). If you do extras, I will apply the grades of the first 4 you completed and will not grade any beyond your 4 – you will not be able to choose your highest scores by doing extras. While you need to complete reading notes assignments as part of some of the lessons, please note that the reading notes assignments are their own category of points, with 100 possible points (4 total assignments) that will account for 25% of your final grade.
  - These 14 lessons, of your choice, are worth a total of 196 possible points and will be worth 25% of your final grade.

- **Final Project**
  - All portions of the final project (written and video) are mandatory
  - The Gen Ed Department requires that students in this course do a video project
  - The project will total 150 points possible and will account for 25% of your final grade.

Tracking Your Grade:
- I am providing an Excel document for download that contains all grade possibilities and calculations. You can download this doc from the syllabus page on the course website. You will be able to use this doc to select the path you wish to take in this course in Section 2 and to add in your points earned so that you can calculate your grade in real time.
- I will share my gradebook with the class (anonymously) at the mid-point and end of the semester so that you can check that your grades have been accurately recorded.

Making Schedule Choices:
As you determine what lessons in Section 2 you want to complete, keep some ideas in mind:
- Which content most resonates with you? What items do you most want to learn?
- What do your other course schedules look like throughout the semester – can you plan so that you complete work in this course at certain times to compliment those other course due dates (or other obligations)?
- Which reading notes assignments do you want to complete – feel free to look at the readings ahead of time on the reading notes assignment page of the course website.

Weighted Grade Breakdown:

Assignment	Due Date	Points Possible	Total % of Grade
Individual Meeting (by appointment in week 2) - Mandatory	1/17 – 1/21	**25**	**10%**
Lessons 1-7 & 20 – Mandatory	1/16-2/6; 3/27	**56**	**15%**
Lessons 8-19 & 21-28 – Must complete 14 full lessons	2/6 – 4/24	**196**	**25%**
Reading Notes 1 – Lotz -- Mandatory	Sun – 2/6	**25**	
Must complete 3 of the remaining 6 reading notes (must do full lesson)			
Reading Notes 2 - Loock	Sun – 2/27	25	
Reading Notes 3 – Banet-Weiser	Sun – 2/27	25	
Reading Notes 4 – Butler	Sun – 3/20	25	**25%**
Reading Notes 5 – Caputi	Sun – 3/27	25	
Reading Notes 6 – Palmer	Sun – 4/17	25	
Reading Notes 7 – Papacharissi & Fernback	Sun – 4/24	25	
Final Project – Written	Thurs – 4/28	**100**	**25%**
Final Project – Video	Thurs – 4/28	**50**	
Totals			**100%**

*I reserve the right to change the course schedule, including daily topic and due dates, at any time.

All assignment due dates/times are based on Eastern Standard Time

All assignments (except the final project) are due on Sundays at 8:00pm EST

Lesson	Essential Question	Lesson Items - To Do Order	Assignments Due	Points Poss.	Due Date/ Time - EST
Lesson 1: Course Intro	What can we expect in this course? What is communication?	**Asynchronous Lesson** • Instructor intro Video • Syllabus Video • Grade breakdown Video • Intro to Communication Video	Asynchronous Quiz 1	4	Sunday 1/16 8:00pm
Lesson 2 Good TV & Reading Notes Assignment	What makes for good television? How do we complete the reading notes assignment?	**Asynchronous Lesson** • Sign up for Individual Meeting • Takehomes from Lesson 1 • Good TV Video • Reading Notes Instruction Video • Reading Notes Assignment Activity Video	Asynchronous Quiz 2 – Reading Notes Video OneDrive Doc Response Sign up for Individual Meeting	8 4	Sunday 1/16 8:00pm
Lesson 3: Media Analysis Basics	What does it mean to analyze a text? Why should we analyze pop culture texts?	**Asynchronous Lesson** • Takehomes from Lesson 2 • Media Analysis Basics video	Asynchronous Quiz 3	4	Sunday 1/23 8:00pm
Lesson 4 Media Analysis Color and Symbol	How can we interpret color and symbol to analyze a text?	**Asynchronous Lesson** • Takehomes from Lesson 3 • Color and symbol video • Optional analysis practice	Asynchronous Quiz 4	4	Sunday 1/23 8:00pm
Last day to add/drop a Full Term 16-Week Course – Monday, 1/24					

Lesson	Essential Questions	Lesson Content	Assessment	Points	Due
Lesson 5 Media Analysis Light and Dark & Camera Angle	How can we interpret light and dark and camera angle to analyze a text?	**Asynchronous Lesson** • Takehomes Lesson 4 • Light/dark video • Camera angle video	Asynchronous Quiz 5	4	Sunday 1/30 8:00pm
Lesson 6 Media Analysis Face & Body Power & Norms	How can we examine facial expressions and body language to analyze a text? How do episodes/series establish norms and ideals? How do those norms and ideals reveal power structures?	**Asynchronous Lesson** • Takehomes from Lesson 5 • Face/Body video • Power/norms video • Optional analysis practice	Asynchronous Quiz 6	8	Sunday 1/30 8:00pm
Lesson 7: The History of TV	How have television technology and programming and society changed since television's inception?	**Asynchronous Lesson** • Takehomes from Lesson 6 • History of TV Video part 1 • History of TV Video part 2	Reading Notes 1: Lotz Asynchronous Quiz 7	25 8	Sunday 2/6 8:00pm
Lesson 8: The 50s – I Love Lucy	How did I Love Lucy fundamentally alter the television landscape? How do these episodes define and represent masculinity and femininity?	**Asynchronous Lesson** • Takehomes from Lesson 7 • *I Love Lucy* video	Screening Quiz 1 and 2 Asynchronous Quiz 8	10 4	Sunday 2/6 8:00pm
Lesson 9: The 60s – Dick Van Dyke	How does this series define the ideal family? How does this episode represent masculinity and femininity?	**Asynchronous Lesson** • Takehome from Lesson 6 • Mary Tyler Moore short bio • *Dick Van Dyke* – video part 1 • Episode screening • *Dick Van Dyke* – video part 2	Screening Quiz 3 Asynchronous Quiz 9	10 4	Sunday 2/13 8:00pm
Lesson 10: The 70s – Good Times	How did 70s era television work to disrupt the norms of media as an institution and alter the television landscape? How does this series define family? How does this series represent and discuss race?	**Asynchronous Lesson** • Takehomes from Lesson 9 • *Good Times* – video part 1 • Episode screening • *Good Times* – video part 2	Screening Quiz 4 Asynchronous Quiz 10	10 4	Sunday 2/13 8:00pm

Lesson	Essential Question	Lesson Items - To Do Order	Assignments Due	Points Poss.	Due Date/ Time - EST
Lesson 11: The 70s – Mary Tyler Moore	How does this episode reflect what we learned about 70s television? How did this episode portray women's experiences in the 70s?	**Asynchronous Lesson** • Takehomes from Lesson 10 • *Mary Tyler Moore* – video part 1 • Episode screening • *Mary Tyler Moore* – video part 2	Screening Quiz 5 Asynchronous Quiz 11	10 4	Sunday 2/20 8:00pm
Lesson 12: The 80s – Golden Girls	How do these episodes represent and define sexuality?	**Asynchronous Lesson** • Takehomes from Lesson 11 • *Golden Girls* – video part 1 • Episodes screening • *Golden Girls* – video part 2	Screening Quiz 6 and 7 Asynchronous Quiz 12	10 4	Sunday 2/20 8:00pm
Lesson 13: The 80s – Full House & Fuller House	How does this series (and its spin off/reboot) define and represent family? What similarities and differences do we see between the original and its reboot how might similarities draw in audiences?	**Asynchronous Lesson** • Takehomes from Lesson 12 • *Full/Fuller House* – video part 1 • Episodes screening • *Full/Fuller House* – video part 2	Reading Notes 2 - Loock Screening Quiz 8 and 9 Asynchronous Quiz 13	25 10 4	Sunday 2/27 8:00pm
Lesson 14: The 90s – Nickelodeon & SpongeBob SquarePants	How did this channel set the stage for contemporary children's programming? How does SpongeBob SquarePants (the series) represent the Nickelodeon brand?	**Asynchronous Lesson** • Takehomes from Lesson 13 • Nickelodeon – video part 1 • Episode screening • Nickelodeon – video part 2	Reading Notes 3: Banet-Wiser Screening Quiz 10 Asynchronous Quiz 14	25 10 4	Sunday 2/27 8:00pm
Spring Break – Monday, 2/28 – Sunday, 3/6					
Lesson 15: The 90s – Will and Grace	How does this series discuss and represent gender and sexuality? What similarities and differences do we see between the original and its reboot (if you have seen it) or more modern-day LGBTQ content?	**Asynchronous Lesson** • Takehomes from Lesson 14 • *Will and Grace* – video part 2 • Episodes screening • *Will and Grace* – video part 2	Screening Quiz 11 and 12 Asynchronous Quiz 15	10 4	Sunday 3/13 8:00pm

Lesson	Essential Question	Lesson Items - To Do Order	Assignments Due	Points Poss.	Due Date/ Time - EST
Lesson 16: The 2000s – Girlfriends	How does this episode grapple with intersectionality (especially between race and gender)?	**Asynchronous Lesson** • Takehomes from Lesson 15 • Race and identity video • Episode screening • Episode discussion video	Screening Quiz 13 Asynchronous Quiz 16	10 4	Sunday 3/13 8:00pm
Lesson 17: The 2000s – It's Always Sunny in Philadelphia	What is disability? What is satire? How do dark comedies and satires address social issues?	**Asynchronous Lesson:** • Takehomes from Lesson 16 • Disability and Satire video • Episode screening • Episode discussion video	Screening Quiz 14 Asynchronous Quiz 17	10 4	Sunday 3/20 8:00pm
Lesson 18: The 2000s – Mad Men	How does this episode use mise-en-scene, cinematography, and editing to establish relationships and boundaries between characters? How does this series create characters that are compelling and have depth?	**Asynchronous Lesson:** • Takehomes from Lesson 17 • Article video • Episode screening • Episode discussion video	Reading Notes 4: Butler Screening Quiz 15 Asynchronous Quiz 18	25 10 4	Sunday 3/20 8:00pm
Lesson 19: 2010s – Orange is the New Black	What narratives about gender, race, social class, disability, age, sexuality, and social justice are constructed by *Orange is the New Black?*	**Asynchronous Lesson** • Takehomes from Lesson 18 • Article video • Episode screening • Episode discussion video	Reading Notes 5 - Caputi Screening Quiz 16 Asynchronous Quiz 19	25 10 4	Sunday 3/27 8:00pm
Lesson 20: Race & Final Project Intro	How do I complete the final project? How can we talk about race? Why is it important for us to talk about race? Why is race so difficult to talk about?	**Asynchronous Lesson** • Takehomes from Lesson 19 • Race and Identity video • OneDrive response • Final Project Instruction video	Asynchronous Quiz 20 OneDrive Response	8 4	Sunday 3/27 8:00pm

Lesson	Essential Question	Lesson Items - To Do Order	Assignments Due	Points Poss.	Due Date/ Time - EST
Lesson 21 2010s - Blackish	How does this episode/series define and discuss race?	**Asynchronous Lesson:** • Takehomes from Lesson 20 • Episode screening • Episode Discussion Video	Screening Quiz 17 Asynchronous Quiz 21	10 4	Sunday 4/3 8:00pm
Lesson 22: 2010s – Fresh Off the Boat	How does this episode/series define and discuss race?	**Asynchronous Lesson:** • Takehomes from Lesson 21 • Episode screening • Episode discussion video	Screening Quiz 18 Asynchronous Quiz 22	10 4	Sunday 4/3 8:00pm
Lesson 23: 2010s – Master of None	How does this episode/series define and discuss race?	**Asynchronous Lesson:** • Takehomes from Lesson 22 • Episode screening • Episode Discussion Video	Screening Quiz 19 Asynchronous Quiz 23	10 4	Sunday 4/10 8:00pm
Lesson 24: 2010s – One Day at a Time	How does this episode/series define and discuss race?	**Asynchronous Lesson:** • Takehomes from Lesson 23 • Episode screening • Episode discussion video	Screening Quiz 20 Asynchronous Quiz 24	10 4	Sunday 4/10 8:00pm
Lesson 25: Intro to Reality TV – The Real World	How did *The Real World* influence modern reality television? What has changed and what has stayed the same in reality television since the early 90s?	**Asynchronous Lesson:** • Takehomes from Lesson 24 • Reality TV Intro Video • Episode screening • Episode Discussion Video	Screening Quiz 21 Asynchronous Quiz 25	10 4	Sunday 4/17 8:00pm
Lesson 26: Reality TV and Ethics – Dance Moms	In what ways might reality television be unethical and what are the implications and consequences of this kind of television programming?	**Asynchronous Lesson:** • Takehomes from Lesson 25 • Article video • *Toddlers & Tiaras* clips • Episode screening • Episode discussion video	Reading Notes 6: Palmer Screening Quiz 22 Asynchronous Quiz 26	25 10 4	Sunday 4/17 8:00pm

Lesson	Essential Question	Lesson Items - To Do Order	Assignments Due	Points Poss.	Due Date/ Time - EST
Lesson 27: Reality TV Narratives - Hoarders	How are reality programs structured and how do they craft particular narratives? What narratives about disability are crafted in this episode? How is the tone of this portrayal different from the one in *It's Always Sunny in Philadelphia?*	**Asynchronous Lesson:** • Takehomes from Lesson 26 • Reality TV Narratives Video • Episode Screening • Episode Discussion Video	Screening Quiz 23 Asynchronous Quiz 27	10 4	Sunday 4/24 8:00pm
Lesson 28: Reality TV Makeovers – Queer Eye	What kinds of ideals and norms do reality makeover series present? What norms and ideals does this series present? What have we learned in this course this semester?	**Asynchronous** Lesson: • Takehomes from Lesson 27 • Article video • Episode screening • Episode discussion video	Reading Notes 7: Papacharissi & Fernback Screening Quiz 24 Asynchronous Quiz 28	25 10 4	Sunday 4/24 8:00pm
Monday, 4/25 – Last Day of Classes & Final Day to Withdraw from a Full Term 16-Week Course					
Final Project – Written and Video Component – Due – Thursday, 4/28 by 1:00pm					