

Media Studies 11H: Intro to Popular Culture

Course Syllabus

Spring, 2019

Instructors Robert Hartwell and Kay Thornton

Class Meetings Mon/Wed, 10:00-11:50 AM, room 4002

Contact info/Office Hours

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Welcome

Thank you for joining us, and we sincerely hope that you enjoy this survey of American popular culture. As part of our commitment to your success, we promise to answer questions promptly, to evaluate your work in a timely manner, and more generally, to treat you with respect and understanding. It is our profound hope that you will find this course a worthwhile endeavor.

Recommendation

Due to the large reading and writing components, we strongly recommend eligibility for ENGL 1A before taking this class.

Course Description

Media Studies 11H is an overview of popular culture (music, advertising, film, television, sports, etc.) as an avenue for understanding contemporary American society. We will examine artifacts of popular culture with an eye toward three overarching themes: 1) identifying the sources of pop culture; 2) understanding the relationship between a commodity culture and intellect/artistry; and 3) popular culture and indoctrination/social control.

This course is 4 units, consisting of four weekly hours of lecture and one weekly hour of lab. The lecture hours will take place in the classroom, the lab hour online in the form of a weekly reflection.

Student Learning Outcomes

Through online colloquy, lab analyses, problem-based learning projects, and critical reflection, students completing this course will be able to:

- Critique aspects of popular culture as a reflection of its social/historical context.
- Evaluate artifacts of popular culture and its relationship to a commodity culture.
- Analyze assumptions of race, class, generation, and gender embedded in popular culture.

Textbook (none required)

In the interest of keeping your costs down and our materials current, all course readings are open source and are available free of charge on the course website. Many of our article choices were

guided by an excellent anthology on popular culture (and one that we recommend for those seeking additional information):

Additional reading (not required): Danesi, Marcel (2015). *Popular Culture: Introductory Perspectives*, 3rd Edition.

Course Website (access required)

MDIA 11H is a web enhanced class, meaning that many activities and course materials are accessed via the Canvas course website, accessible through the college Portal.

Course Activities: What do I do in this class?

Week 1

- First read all the files in the Course Documents section. Please read these before doing anything else.
- Read and accept the Engaged Learner Agreement and claim your 100 points.
- Take the Introductory Checklist based on the course syllabus, assignment instructions, and spelling/grammar tips.
 - Point value: up to 50 points
- Post an extra credit introduction
 - Point value: 10 extra credit points
- Submit your Learning Assessment.
 - Point value: up to 50 points

Weekly-- Each week we ask that you:

- Attend class, during which you will hear lectures, participate in discussions, and analyze artifacts of popular culture.
 - Point value: up to 20 points for each day's attendance and participation. *Note:* Class participation is essential to the learning process of the course. Those who arrive late or who do not participate in group and class discussions on a regular basis will not earn full points.
- Write a lab reflection based on the week's in-class activities and online readings with a directed question
 - 50 points per reflection
- Analyze an artifact of popular culture based on the week's topic
 - 50 points per reflection

Due week 8- Video Project

- Create, with your group, a 12-minute teaching video on an aspect of popular culture; full instructions can be found in the Course Documents section of the website
 - Create a pitch to give to the class; offer feedback to classmates on their pitches
 - Turn in the Topic/Learning goals/Research methods (worth up to 100 points)
 - Present a storyboard in class; offer feedback on another group's storyboard (up to 50 points)
 - Final video project (up to 200 points)
 - Total point value: up to 350 points

One final reflection:

- Towards the end of the quarter, write a 1500-word reflection on the larger concepts from the class as supported by the discussions and readings
 - Point value: up to 250 points

Schedule/Closing Dates

Week	In-class topic	Online Activity due
1- 4/8-14	Intro/ Film I	Introductory Checklist, Engaged Learner Agreement, Learning Assessment, Introduction
2- 4/15-21	Film I	Week 2 Lab Reflection/ Analysis
3- 4/22-28	Sports	Project Pitch in class Wednesday Week 3 Lab Reflection/ Analysis
4- 4/29-5/5	Meet with the Instructors/ work on projects	Topic/Learning goals/Research methods due
5- 5/6-12	Music	Week 5 Lab Reflection/ Analysis
6- 5/13-19	Music	Week 6 Lab Reflection/ Analysis Storyboards in class Wednesday
7- 5/20-26	Advertising	Week 7 Lab Reflection/ Analysis
8- 5/27-6/2	No class Monday/ TV	Video Project due
9- 6/3-9	TV	Week 9 Lab Reflection/ Analysis
10- 6/10-16	Film II	Week 10 Lab Reflection/ Analysis
11- 6/17-23	Film II	Course Learning Reflection due
12- 6/24-28	Epilogue- Wed, 6/26, 10:30 AM	Late Submittal, Optional Paper

Please note that all activities expire at 11:30 pm, Pacific Time (California) on the closing date, although work will be accepted until 11:59pm. At 11:59pm, the website automatically closes the activity (any work you have posted will be saved and submitted). In order to give all students the same opportunity, we cannot accept emailed or messaged work after the deadline, *even by only one minute*. **Useful hint:** plan to finish well in advance of the closing time, both to avoid rushing as well as problems arising from your clock being out of sync with the website clock. For missed closing dates, see “Late Submittal Privilege” below.

Grades and Grading

Grades are determined by point accrual, and points will be earned as follows:

In order to offer you maximum control of your grade outcome, Media Studies 11H grades are determined via point accrual. Points are awarded as follows:

Activity	Point Award	Total
Engaged Learner Agreement	100 points	100
Introductory Checklist	Up to 50 points	50
Learning Assessment	Up to 50 points	50
Class Activities/ Participation	Up to 20 points per 20 class sessions	400
Individual Group Meeting	20 points	20

Online Lab Reflections	Up to 50 points per reflection (7)	350
Online Analyses	Up to 50 points per analysis (7)	350
Video Project	Up to 350 points	350
Course Reflection	Up to 250 points	250
Total points possible		1920

The extra credit introduction (10 points) and optional paper (up to 50 points) are not included in the above total.

The grading breakdown is as follows:

A+	1845
A	1785
A-	1725
B+	1650
B	1590
B-	1535
C+	1440
C	1345
D+	1285
D	1210
D-	1150

Note: If your final point total at the end of the quarter is within 5 points of the next grade level, we will award you those points and move you up to the next grade level. We are happy to help when you're so close to the next grade level, though please note that this 5-point adjustment is absolutely fixed and non-negotiable.

Engaged Learner Agreement

We are committed to making your experience in MDIA 11H both valuable and pleasant. To that end, we have created an Engaged Learner Agreement, wherein we will award you 100 points in advance for your commitment to learning and contributions to a welcoming environment. As an engaged learner, we ask that you:

- refrain from “junk efforts” (sloppy or last-minute submissions that show little effort and/or commitment to learning).
- refrain from using your cell phone during class time.
- treat your classmates and instructors with respect.
- refrain from arguing over a few points or complaining about course policies.
- be polite when messaging fellow learners or the instructors (your messages will have an appropriate greeting and closing, and will be cordial in tone).
- adhere to all class and college Academic Honesty policies.

If you agree to these conditions, please go to the Engaged Learner Agreement in the Assignments, Tests, and Surveys section and claim your 100 points. And as a courtesy, we promise to alert you if you are in danger of forfeiting your points.

Please note that academic integrity violations will automatically result in the loss of points.

Being on time to class

Part of being engaged in the learning process is showing up to class on time; being late means not only missing information and group work but disrupts the class as well. Lateness will incur the following point penalties-

5-9 minutes late- 5 points

10-19 minutes late- 10 points

20-30 minutes late- 15 points

More than 30 minutes late- no points will be awarded for that day

Late submittal privileges

As your learning ally, we strenuously urge you to avoid working at the last minute.

Recognizing, however, that deadlines or instructions can be missed in spite of the best intentions, we have created the late submittal options, once for a missed assignment, and once to redo an assignment. While it cannot be used for the extra credit option, the late submittal option may be used to:

- Submit the Introductory Checklist or Learning Assessment, if missed, **but only within the second week of the class.**
- Submit one Weekly Reflection/Analysis or the Course Learning Reflection.

In addition, you may use a second Late Submittal to:

- Resubmit the Introductory Checklist or Learning Assessment, **but only within the second week of the class.**
- Resubmit one post, unit checklist, or the Course Learning Reflection in order to seek an improved grade outcome.

Fairness is a central tenet of our teaching philosophy. **In order to honor that commitment to fairness, once the separate late submittal options have been used, no late or redone work will be accepted under any circumstances. The Redo Assignment Late Submittal may not be used for a second missed assignment, nor the Missed Assignment Late Submittal be used for a second redo.**

Thank you for understanding.

Make up class points

Because we realize that despite best intentions, classes may be missed from time to time (and we would like to encourage you to stay home when you are sick), we will allow for two missed classes to be made up with a written assignment (although these cannot be applied to the final class period on 6/26 or the project pitch class on 4/24. Please see the instructions in the syllabus section for more information.

Payment of Fees

Please remember to pay your fees promptly to avoid being dropped from the class.

Dropping the class/being dropped

In these difficult budgetary times, the State of California mandates that we drop students for non-attendance/participation the first week of class.

Otherwise, please keep in mind that it is your responsibility to drop classes; here are some dates to keep in mind:

- 4/21: last day to drop with a refund
- 4/21: last day to drop with no grade
- 5/31: last day to drop with a W

Students with disabilities

Many students with disabilities have successfully completed this course. If you have a learning disability or physical challenge, you are entitled to any assistance you need to achieve your academic goals. Foothill College has an on-campus lab with talking computers, print enlargers, tactile maps of the campus, and other alternate learning options. If you or anyone you know would benefit from such a service, please call the Disabled Student Services Office in building 5400 at (650)949-7017 or the TDD line (650)948-6025. Please also contact us if you have suggestions for making this course more learning accessible for you.

Policy on Academic Honesty and Dishonesty

(Thanks to Dr. Elizabeth Barkley for much of this policy language)

In Media 11H, we strive to create a learning environment that is positive, supportive, and based on mutual trust both between students and instructors and between students themselves. We assume that all students will pursue their studies with integrity and honesty. We are committed to offering a student-centered course that gives students a variety of ways to succeed. Furthermore, we are very supportive of ESL students and have designed assignments, assessment, and grading to foster the development of college-level English usage skills within an encouraging learning environment.

This learning environment is seriously undermined by a disproportionate focus on dishonesty. It is also unfair to the vast majority of honest students (who manage to do their work honestly despite constraints on their own time and energy) for the relatively few dishonest students to ruin the positive learning environment or to take up excessive instructor or class time. To preserve our student-centered approach and to honor the efforts of the vast majority of students who put in the time and effort to earn their grades honestly, we have zero tolerance for dishonesty.

Our policy is well within the guidelines of the “Academic Honor Code” adopted at Foothill College, and in fact much of the information in our policy is taken directly from that policy as it is published in several Foothill College documents and on the Canvas online course server web site. To ensure that there is no question regarding the definition of academic dishonesty in MDIA 11H and its consequences, however, we are providing the detailed explanation included in this policy in the Course Syllabus.

Definition of Dishonesty

The two most common kinds of academic dishonesty are cheating and plagiarism. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it for any purpose. The Foothill College Honor Code explicitly states that it is the student’s responsibility to know what constitutes academic dishonesty.

Interpretations of academic dishonesty may differ among individuals and groups. However, students at Foothill are expected to refrain from the behavior outlined below. The following list exemplifies some of the activities defined as academic dishonesty in the general campus policy and that are not tolerated in Media Studies 11H:

- Incorporating the ideas, words, sentences, paragraphs or parts of another person’s writings without giving appropriate credit, and representing the product as your own work.
- Copying answers from another student’s work.

- Copying information from websites, DVD covers, magazines, etc. without putting this information into your own words and crediting the source of information.
- Giving or showing any point-generating work to another student. You cannot control whether or not they decide to plagiarize so even if you gave your work to them as a means of helping them, if they do decide to copy your work, both of you will be penalized for academic dishonesty.
- Assisting another student to submit any work other than his or her own.
- Receiving assistance so that the paper you turn in is beyond your writing abilities.
- Lying to the instructors or college officials to improve a grade.

Evidence of Dishonesty

We want to promote a positive environment that is supportive of students. We will not make charges of academic dishonesty lightly. With those values as the foundation for our decisions, the following are some of the examples of work that will be considered evidence of dishonesty:

- Identically worded answers or answers with a significant amount of identical words, idiomatic spelling, punctuation, and grammatical errors between one or more students.
- Identically worded sentences from sources not cited.
- Subjective responses that are substantively identical to another student's, although they may not be identically worded.
- Work that is significantly beyond the demonstrated language level of the student.
- Submission of work from other classes or other assignments in this class, or from previous quarters.
- Responses to prompts from previous quarters, even if not identically worded.

Due Process for Student Responses to Academic Dishonesty Charges

If a student is charged with dishonesty and believes that the charge is inaccurate, they may request an interview with the instructors. The following are examples of explanations that will **not** be considered valid:

- I did not know that what I did was dishonest.
- I am very sorry and ask for another chance, and promise not to be dishonest again.
- I shared my assignment with a friend but did not know that s/he would copy my answers.
- I was in a hurry and forgot to use quotation marks/write down the source from which I took this information.
- I share a computer with another student and accidentally submitted their work as my own.
- This was an earlier draft; the paper I meant to turn in cites my references/ is all my own work.
- I wanted to get a better grade so I asked my friend/ a tutor to help me write it.

Our most important goal is that you learn, and you cannot learn if you don't do the work. Before you submit your work online, you can always check your submission to make sure that it is your own assignment. If you believe you may have made a mistake and submitted someone else's work, or if you submit work that is dishonest and regret your action, please notify us immediately. If you notify us before your assignment is graded, we will delete your submission and allow you to re-submit your own work as a Late Submittal.

The Consequences of Academic Dishonesty in Media Studies 11H

For single violations, the student will receive the following penalties-

1-2 sentences- warning

3-5 sentences- zero on the assignment, loss of 50 Engaged Learner points

More than 5 sentences- a zero on the assignment, loss of all Engaged Learner points, and his/her name will be forwarded as having violated the Academic Honor Code to the Dean of Students and to the Dean of Fine Arts.

For more than one violation, the student may be assigned an “F” in the course, dropped from the course website and not allowed to submit any additional point-generating work, and his/her name will be forwarded as having violated the Academic Honor Code to the Dean of Students and to the Dean of Fine Arts.