

Connections Proposal: Social and Cultural

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. **What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

SUS 295 Popular Culture and Gender: Signs and Narratives
Social and Cultural Subcategory

2. **How will this course meet the specific learning objectives of the Social and Cultural sub-category? Please address all of the learning outcomes listed for the appropriate subcategory.**

This course will focus on bridging Popular Culture Studies and Gender and Women's Studies in an effort to deconstruct social, cultural, and political texts and explore how western contemporary popular culture shapes the self and identities by introducing semiotic and narrative theory and then applying these theories to advertising, film, television, and music. Students will analyze, discuss, and write about the role of gender in contemporary Western popular culture from a variety of theoretical lenses including semiotics, structuralism, cultural theory, psychoanalytic approaches, and feminism.

SUS 295 will address the following learning outcomes:

1. **Analyze the development of self in relation to others and society.**
With its interdisciplinary approach, the course will explore how constructions of gender are reflected and shaped through and in film, television, advertising, and other forms of media. Students will utilize texts and/or topics to analyze how values and concepts of identity are constructed. At the end of each unit, students will demonstrate their ability to engage with socially constructed identities by applying theoretical concepts and course content to cultural texts and how the concept of their identity fit into those constructions.
2. **Examine diverse values that form civically engaged and informed members of society.**
SUS 295 explores the connection between the personal and political within cultural texts and their effect on and/or relationship with society. By examining historical and contemporary social activist movements, such as the Women's Movement, the Civil Rights Movement, and other social justice activism (environmentalism, LGBTQ), students will be exposed to civic engagement, activism, and become aware of diverse value systems within society.
3. **Evaluate solutions to real-world social and cultural problems.**
Through multiple discussions and assignments, SUS 295 will pose questions and present social issues that students will research, examine prior historical solutions,

and then grapple with as they create informed opinions (through research) to either provide new solutions or add to existing ones. Such real-world social and cultural problems students will examine in popular culture texts include sexism, racism, and environmental exploitation in addition to a host of issues surrounding the consumption of technology (social media) and its affects.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in *Colonnade*)? Discuss in detail.

SUS 295 has the valuable potential to create awareness around how modern symbols and texts inform and shape cultural and personal identity. While many students tend to take their social and cultural environments for granted, not questioning expectations or examining/questioning status quo, this course offers tools for evaluation and change.

While connecting the study of popular culture and gender, this course also explores issues in film studies, advertising, television studies, popular music, social media platforms and technology usage as they intersect with gender. I would argue that while students might touch on these topics (individually) in other courses, the emphasis in this course is how these topics interweave with each other and with what effect each has on gendered identities and socially constructed ideology. The goal of the course is to inform, provide multiple theoretical perspectives (lenses), and analyze and provide avenues for students to respond to and/or challenge cultural messages.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

No specific prerequisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

SUS 295 Learning Outcomes:

- describe the ways in which popular culture creates and perpetuates ideology around/about gender identities
 - analyze the effect on society and the individual of multiple popular cultural narratives
 - provide close textual readings of a range of texts to encourage understanding of the interconnections between Western popular culture and the global community
 - develop critical thinking skills through analysis and synthesis of cultural texts
- 6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.**

Each semester SUS 295 is taught, members of the SUS department and other interested parties (GWS/Pop. Cult. faculty) will be invited to the media presentations to evaluate

(not the students but) the effectiveness of the course in meeting college learning outcomes. This assessment style will streamline the course content and create accountability for college and course goals through a rubric that reflects those goals (e.g. *How well does the content of the presentation: analyze the development of self in relation to others and society; examine diverse values that form civically engaged and informed members of society; evaluate solutions to real-world social and cultural problems.*)

The students' major group project will result in a final presentation. That media presentation will be assessed on the following points:

- Does the presentation discuss intersections of popular culture and gender drawing on scholarly and culturally relevant sources/texts in an analytical and informed way utilizing a theoretical framework?
- Was the presentation substantial enough to enhance the understanding of contemporary popular culture and its relationship to gender issues?
- Did the presentation explore a narrative(s) surrounding popular culture and its messages?

**This assessment method has been vetted by Popular Culture Studies and School of University Studies.*

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

SUS 295 will incorporate at least three separate writing assignments, minimum total of 5 pages each, a final group presentation (20 mins each), and discussion leader group sessions throughout the course. *Please see syllabus for writing assignment, discussion leaders, and media presentation descriptions.*

A brief outline of the course:

Unit I will explore advertising narratives in a consumer-driven society, with particular attention to the representation of women, toys, and food. The unit will ask students to visit and write about a public space and analyze the signs and narratives constructed to determine who is and is not targeted/invited to inhabit the space.

Unit II will introduce feminist film theory with a focus on filming desire, performative gender, female independent film, and feminist avant-garde techniques. The unit will ask students to apply semiotic and film theory to a film sequence.

Unit III will focus on narratology, the study of narrative structure, in popular music, television series & other media such as video games in an effort to investigate representations of gender. The unit will ask students to apply structuralist applications of narrative to a variety of media platforms. Students will write about album art and its political and social implications.

For each unit, students will write about their findings and with the help of primary and secondary sources, contribute to an ongoing social and cultural debate surrounding their topic. The discussion leaders' assignment (see rubric) also provides a format for students to teach their classmates and verbally debate (with reference to scholarship) their topic.

8. **How many sections of this course will your department offer each semester?**

Initially one section of this course will be offered every other semester.

9. **Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

Appendix A: Course Syllabus

Appendix B: Media Presentation Rubric

Appendix C: Discussion Leader Directions & Rubric

Appendix A: Course Syllabus

Last Modified 1.18.15

School of University Studies (SUS) 295: Popular Culture & Gender: Signs and Narratives
(counts toward GWS minor; Film major/minor; Pop Culture Studies major)

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"Simply put, feminism is a movement to end sexism, sexist exploitation, and oppression." ~ bell hooks  
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Fridays by appointment

Texts and Materials:

Required: Trier-Bieniek, Adrienne and Patricia Leavy. *Gender & Pop Culture: A Text-Reader*. Rotterdam: Sense Publishers, 2014. Print. (ISBN: 978-94-6209-573-1)

Provided: Sonia Maasik and Jack Solomon's *Signs of Life In the USA: Readings on Popular Culture for Writers* // Harris, Anita. *Future Girl: Young Women in the Twenty-First Century*. (found in our BB site)

e-books: bell hooks, *Feminism is for Everybody* // Roland Barthes, *Mythologies* // Karen Hollinger, *Feminist Film Studies* (found in our BB site)

Course description:

Through the study of signs and narrative structures, this course investigates contemporary Western popular culture's concepts of gender. To investigate contemporary Western popular culture we will use semiotic and narrative theory and then apply these theories to advertising, film, television, and music. Students will analyze, discuss, and write about the role of gender in contemporary Western popular culture from a variety of theoretical lenses including semiotics, structuralism, cultural theory, psychoanalytic approaches, and feminism. With its interdisciplinary approach, the course will explore how constructions of gender are reflected and shaped through and in film, television, advertising, and other forms of media. Students will utilize texts and/or topics to analyze how values and concepts of identity are constructed. At the end of each unit, students will demonstrate their ability to apply theoretical concepts and course content to cultural texts.

Save all written work

A good paperback dictionary and a handbook for MLA reference .	Flash Drive (jump drive, or thumb drive so you can save all your work and transport it.
3 Ring Binder: Print the syllabus and assignment schedule, and keep them in your binder. Whole punch your papers and keep your notes in a binder to stay organized.	An updated home computer with quick internet connection for night time virtual chats and daily work. Microsoft Word is used for all paper handouts/downloads. Power Point will also be used for a group project.

Diversity Statement: Respect for Diversity is crucial in my class. My intent in this course is that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of

diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Student Learning goals:

By the end of this course, you should be able to analyze, discuss, and write about popular culture from a variety of theoretical lens: feminist, cultural, psychoanalytic and semiotic. We will be exploring how advertising, film, TV and music reflects and shapes our experience with gender, race, and class. Throughout the course, ask yourself how your life experiences relate to our texts or topics and then analyze how your values and self-identity were created.

I want our class to develop a friendly and helpful reading/writing community. In order to maintain and build our community, your full participation is vital for the entire semester. As with any subject, the more effort you put into this course the more knowledge you gain from it.

Learning Outcomes Include:

- describe the ways in which popular culture creates and perpetuates ideology around/about gender identities
- analyze the effect on society and the individual of multiple popular cultural narratives
- provide close textual readings of a range of texts to encourage understanding of the interconnections between Western popular culture and the global community
- develop critical thinking skills through analysis and synthesis of cultural texts

Distribution of Points:

Quizzes	50pts	(online or in class-covers readings / 10pts each)
Discussion Board Postings	60pts	= 6 sessions @ 10 pts each
Discussion Leaders:	100pts	(see grade criteria)
Participation:	100pts	(includes attendance, engagement during class, etc.)
Advertising-Reading the Signs	50pts	
Film- Sequence Analysis	50pts	
Music-Album Art Analysis	50pts	
Media Presentation	200pts	(see grade criteria)
Total	660pts	

Grading Scale: 100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

If your goal is to achieve honors grades (A or B), you will want to do more than the minimum. Push for depth and breadth in your written work, and come prepared so you can ask questions and contribute to class and group discussions.

Extra Credit: Popular Culture News Flash: Pay attention to local and national news and bring to class the article and a typed full page about how the news relates to our studies. Everyday local and national events affect our perceptions of ourselves and others, so you can make the connection and share with the class. (Bring in up to 5 news flashes; 2 pts a piece; Ten pts. Max)

Assignments

Writing Format:

Anything written for this class should be typed, doubled spaced in a font that is no larger than 12

point Times New Romans, have 1 inch margins, and be set in a **clear readable** font. *Follow MLA standards when citing sources.* At the top left hand corner should be your name, class and section number, and the date (double spaced).

Blackboard Postings over Readings and Films: (Post on Discussion Board; **ONE** Post--100 words min) On days dictated by the syllabus, you will need to respond to your readings and classmates' opinion using Blackboard. Read everyone's comments and then 1) **respond to some one's ideas** and 2) **add your own critical thinking** to the mix (all in one post). Discuss the article's meaning, writing style, opinions, and theories with your classmates online, and then be prepared to share those ideas in class. The purpose behind these conversations is to stimulate thoughts and ideas about the day's topic and to help you think critically about your readings

These postings will be **due the day indicated on the syllabus using CST**. Your postings will show the date & time, so make sure you've posted by the deadline. *If there is a problem with BB, e-mail me, and I will take typed responses up in class OR, better yet, send them to me via e-mail BEFORE we meet as a class!!*

Explanation of Grade Criteria—use as guidelines when you reply and discuss your thoughts)

ACM= needed to address a specific classmate

SA=needed to address something specific from text

EX=needed to expand on ideas and/or length issues

CT=work on critical and insightful thoughts/comments and/or support your ideas further

Blackboard Access: Go to WKU homepage (www.wku.edu) and click on "Blackboard" under Quick Links. Enter your username (first.last name) and your password (same as your e-mail password).

Click on our course name (link). Here is a help guide:

<http://www.wku.edu/Dept/Support/AcadAffairs/CorrStudy/Tutorial/WKUCoursesTutorial>

Discussion Leader Groups:

Throughout the semester you will be asked to work in a group and lead a discussion about an essay or text we have experienced in class. Your job as discussion leaders will be to come to class with observations and questions to get the class started in a discussion. This is not a presentation, but a facilitation of discussion with a handout of main points. **Refer to handout for more detailed information.**

Media Presentations: The class will be divided into groups. Each group will pick a topic from one of our units and expand on the topic by drawing on current and pertinent aspects of a related subject.

Example topic: Looking back over the semester, I was most interested in the advertising section in relation to body image. While making references to the texts we discussed, I will research and present on and how female basketball players view themselves and the effect their decision to sponsor a product has had on opening up the culture of sports to young girls.

OR

I was most interested in the film unit, and I want to research current avant-garde female filmmakers and find out how or if their films have an impact on contemporary Hollywood film culture.

Choose a related topic, but not an exact one we discussed in class. Bring in new material so you and the class can learn about and be exposed to different ideas and topics. The presentation should last 20 minutes. Audio and visual aids are encouraged and at least one is required. Criteria include depth of research, group participation and professionalism of presentation. **Each group will be required to turn in written evidence of research and group participation.** See me to okay your project topic.

Informal Writing Assignments: 50pts each

Advertising Unit : Reading the Signs in Public Spaces

We will be talking about semiotics, or the study of signs, throughout the semester. With this assignment, you will go out and analyze a public place: restaurant, public square, store, etc. Answer questions like: Who was the area designed for? Who is left out and why? How does the area perpetuate common stereotypes of beliefs and what are the effects on the patrons? Make sure you look at everything since the area was designed carefully and everything is a sign of some sort. For example, I was recently in a brand new restaurant and started "reading the signs" about who the area was designed for regarding class, gender and race. My friend's little girl was asked, "Is this restaurant for boys or girls?" and she replied, "for boys."

Film Unit : Sequence Analysis

Pick a 3 minute or less clip from a favorite movie or a movie we have watched in class, and break it down for us. A sequence is series of shots connected by either their locale/setting, relation to a dramatic moment in the plot, their relationship to furthering the plot or creating atmosphere, and/or a common theme or issue. Once you've picked a sequence watch it over and over again and note details of interest, style, change, or absence of a particular stylistic feature (music, silence, etc.) Break your sequence up into "cuts" so you can explain each one to us as you show it in class. Be sure to look for motifs, themes, symbolism; pay attention to the type of editing, sound, cinematography (camera movement, focus, angles, duration of shots), and Mise-en-scene (design, lighting, movement of objects in the frame, signs within the story). Once you have broken it down, discuss **WHY** you choose the scene as in needs to relate to one of our readings in an effort to 1) illustrate a point we have touch on 2) expand upon and grow a topic to teach us more **or** 3) pose an unanswered question that relates to a class theme or topic (or it can do all three!)

TV/Music Unit : Album Art Analysis

Go to our local used book/music store, The Great Escape/Mellow Matts, and browse the music album selection—yes records (or a CD will work)! If needed you can browse online to look at album art. Pick one cover and use the theories we have been discussing in class (feminist, semiotics, psychoanalysis, etc.) to break down the images and discuss their cultural meaning. Look up the date of publication and discuss the historical implications of the time; how did the time period affect the images and vice versa. You will be mixing historical and cultural ideas in your analysis so make sure you think about politics and social policies that could connect to the art/album you select. Cite any sources you use with a Works Cited page (MLA Style) and in-text citations whenever you discuss something (quote/paraphrase/summarize) that is not your original idea. **AS ALWAYS**—connect your points back to ideas and topics related to our class.

Alice Rowe Learning Assistance Center (LAC): The LAC is located in room C234. The center offers free peer tutoring for any enrolled student, particularly Math and English. The LAC also has several computers, a copier, a scanner, textbooks and calculators for checkout, and offers many other services. Our phone number is 780-2536. For more information, go to

<http://www.bgcc.wku.edu/LearningAssistanceCenter.htm>

Course Policies

Understand, you can't give away what you don't have. If you don't love yourself, you're not going to be able to love others. If you're at strife on the inside, feeling angry or insecure about yourself, feeling condemned, than that's all you can give away.

~ Osteen

Attendance:

You are responsible for your own work and your grade is the one affected by your absence. I will take roll at the beginning of each class meeting. If you miss class for any reason, you should make every effort to find out what you have missed in a timely fashion *from a classmate*. You are responsible for all course information, reading, and activities. If you miss an excessive amount of class, your participation grade will suffer.

2 Tardies = 1 absence (be on time; coming in late is disruptive and unfair to your classmates)

University policy states, "Registration in a course obligates the student to be regular and *punctual* in class attendance." SUS faculty policy states that students who are absent a total of two weeks worth of class meetings must either withdraw by the official withdraw date or expect an F for the semester.

MWF classes = 6 absences TR/MW classes = 4 absences Night classes = 2 absences

Cell Phone Disruptions: NO TEXTING PLEASE

Due to the disruptive nature of accidental cell phone rings or purposeful texting, a pop quiz will be given each time a student's cell phone rings or I see someone texting. If you are expecting a call for an emergency situation, please turn your phone to vibrate and inform me at the beginning of class about your emergency situation.

Late Work policy: (Blackboard postings, etc.)

If you do not turn a posting or a writing assignment into me when it is due, (whether the due date is stated in class or listed on the syllabus) you will lose all the points automatically. If you know you are going to miss a class, then get your work into me before that class session.

Late Writing Assignments:

I will only accept one late writing assignment per student and after that I will not take other late paper. No assignment will be accepted if it is more than a week late (5 days).

ONLY ONE CHANCE FOR A LATE WRITING ASSIGNMENT: If you have extenuating circumstances, on the day the assignment is due (broken leg, car wreck), I will take your paper, but a letter grade will be deducted for each day it is late, starting 5:00 pm the day it is due. Five points will be deducted for assignments turned in late, (meaning not when I ask for it in class) on the day it is due. Don't show up at the middle/end of class to turn in the paper. You have until 5:00 pm to turn it in with only a 5 point deduction. **Turn the late assignments in at the front desk in the Dean's Suite and have them record it.**

Participation/Discussion:

You are expected to be prepared to discuss all assigned writings, readings, and participate in class discussion. That means everyone is to come to class having completed the day's assignments and participate in our classroom exchanges. **At a minimum, try to volunteer at least two informed, analytical comments at each meeting.** You will lose points if you are not prepared and choose not to participate at each class meeting.

Disruptive Behavior Policy: (Repeated conversations with classmate/s, uncontrolled outbursts (whether questions asked to me or to peers), cell/pager rings/text messaging, **"packing-up" before the official end of class time**, tardiness, etc.) Behaviors that disrupt the sharing of knowledge in the classroom will invoke

one verbal warning, if repeated said student will lose their participation grade (equivalent to one grade level) and then the said student may be removed from the classroom. If you need to clarify a point from the discussion, ask me. I'm happy to repeat what was said. (see *Classroom Behavior Handout* for more details)

Student Disability Services:

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Plagiarism:

Plagiarism is a serious offense, which can result in a grade of **F** for the course. Plagiarism occurs when a student misrepresents the words or ideas of others as her/his own. Please read the section on Plagiarism in the Student Handbook carefully. If you have any questions about this while you are trying to incorporate the work of others into your papers, please ask me for help.

Semester Calendar

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*"What could women's magazines be like if they were as editorially free as good books? As realistic as the best newspaper articles? As creative as poetry and films? As diverse as women's lives?" ~Gloria Steinem*

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January

Week 1

M 26

Film: *The F-Word* (10 mins)

Readings: TB & Leavy, "Introduction to Gender & Pop Culture" (19pgs)

Signs of Life, "Introduction: Popular Signs" (22 pgs)

Online Quiz: Intro to Gender & Pop Culture reading

W

Film: *I Was a Teenage Feminist* (60 mins)

Readings: hooks, "Introduction," "Feminist Politics" (10pgs)

Online Quiz: *Teenage Feminist*

February

Week 2

M 2

Semiotics

Introduction to the course and to each other

Discuss readings and films from first week

Assign Discussion Leaders (*meet in groups*)

Discussion Board Posting Due by 3:00pm (print off and bring to class)

W 4

Reading: Barthes, *Myth Today* (pgs 107-125; "Necessity and Limits of Mythology" 157-160)

Harris, "Can Do Girl & At Risk Girl"

"Pop" Quiz

Discussion Board Posting Due by 3:00pm

Week 3

Advertising

- M 9 Readings: TB/Leavy, "Gender and Advertising" (Patricia Arend)
Discussion Leaders will be (3):
- W 11 Readings: bell hooks, "Beauty Within Beauty and Without"
Workshop Reading Advertisements--Workshop/Application of Theory with Ads
Bring in an ad to analyze (and share)
Film: Jean Kilbourne *Killing Us Softly 4* (45 mins)
- Week 4 **Advertising**
M 16 Readings: bell hooks, "Baby" (*Signs of Life*)
bell hooks, "Teaching Resistance: The Racial Politics of Mass Media"
"Pop" Quiz
- W 18 Readings: Jennifer Scanlon: "Boys-R-Us: Board Games and the Socialization of Young Adolescent Girls" (*Signs of Life*)
Roland Barthes, "Toys"
Discussion Leaders will be (3): (Scanlon)
- Week 5 **Advertising**
M 23 Readings: bell hooks, "Feminist Class Struggle," & "Race & Gender," "Feminist Masculinity" (Chapters 7/10/12)
Barthes, "The Poor and the Proletariat"
Discussion Board Posting Due by 3:00pm
- W 25 Bring in Reading the Signs of Public Places Assignment (be prepared to share)

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 "Whenever the intensity of looking reaches a certain degree, one becomes aware of an equally intense energy coming towards one through the appearance of whatever it is one is scrutinizing."  
 "Men look at women. Women watch themselves being looked at." ~ John Berger  
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- March**
- Week 6 **Film**
M 2 Reading: Mulvey, "Visual Pleasure and Narrative Cinema"
Clips from Hitchcock's films/Male Gaze Theory
Discussion Leaders will be (3):
- W 4 Readings: Barthes, "Striptease"
Film: *Filming Desire* (60 Mins)
- Week 7
M 9-F13 **SPRING BREAK**
- Week 8 **Film**
M 16 Reading: Hollinger, "Woman Auteur" (chapter 7)
Practice Scene Analysis (*Wendy And Lucy* - Reichardt 2008)
Film: Maya Deren, *At Land* (15 mins)

Discussion Board Posting Due by 3:00pm

W 18 Readings: TB/Leavy- "Popular Movies that Teach: How Movies Teach about Schools & Gender" (Greteman & Burke)
bell hooks, "Cool Cynicism: Pulp Fiction"
Barthes: "Romans in Film"
Discussion Leaders will be (3): (Greteman & Burke)

Week 9

M 23 Readings: Judith Butler "Performative Acts and Gender Constitution"
Film: Jackson Katz, *Tough Guise* (78 mins)

W

NO CLASS

Film: *Celluloid Closet* (Found on BB site)

Discussion Board Posting Due by Sunday at Midnight

(apply Butler reading to Celluloid Closet)

Week 10

M 30 Readings: McKay, "The Magic of Anti-Myth" (*Signs of Life*)
Seitz, "The Offensive Movie Cliché that Won't Go Away" (*Signs of Life*)
Discussion Leaders will be (3):

Sequence Analysis Presentations Due

April

W 1 **Sequence Analysis Presentation Due**

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Television comedy once worked on a scale of thirty seconds: you'd have a setup line, and then a punch line, and then the process would start all over again. With Seinfeld, the gap between setup and punch line could sometimes last five years."~ Steven Johnson

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Week 11

Media/TV

M 6 Readings: Jenkins, "Convergence Culture" (*Signs of Life*)
"Students Addicted to Social Media" (*Signs of Life*)
Steven Johnson, *Everything Bad for You is Good (sleeper curve theory)*
"Pop" Quiz

W 8

Readings: TB/Leavy, "As Seen on TV": Gender, Television, and Popular Culture" (Jenn Brandt)

Discussion Leaders will be (3):

Week 12

Music

M 13 Readings: TB/Leavy, "From Lady Gaga to Consciousness Rap: The Impact of Music on Gender and Social Activism" (Trier-Bieniek & Pullum)
Music Messages Activity: bring in the lyrics to your favorite song
Discussion Board Posting Due by 3:00pm

W 15

TBA--Beyonce **Kristi Branham Guest Speaker**

Week 13

M 20 Album Art Analysis Due (be prepared to share)

W 22

Video Games

Readings: Average Gamers Please Step Forward (Signs of Life)

Discussion Leaders will be (3):

Week 14

M 27 Women and Gaming: Anita Sarkeesian

W 29

Meet in Computer Lab

Workshop on Media Presentations

Catch up day (if needed)

Week 15

M

Meet in Computer Lab

Workshop on Media Presentations

W

Media Group Presentations

Final Exam: Media Group Presentations

***This syllabus is subject to change

Appendix B: Media Presentation Rubric

Group Directions and Grading Criteria

Suggested formats:

Your presentation should be substantial, and each member of your group should be responsible for part of your 20-minute presentation.

As stated on the syllabus, either an audio or visual aid is required. Ideas include informational handouts, article or interview pertinent to your topic, etc.

Feel free to use media: TV clips, short video (less than 5 min), audio aids, photos, etc. (check with me if you have a question)

Evidence of research and participation: please turn in an outline the group will follow during the presentation, any written organization when group developed the topic, and a paragraph explaining what your contribution was to the presentation planning.

*Check *Group Project* Section on syllabus for more details

Some Grading Criteria for Presentation

1. Relevance of material to our course/draw on scholarly and culturally relevant sources/texts in an analytical and informed way utilizing a theoretical framework
2. Relevance of visual aids (5 mins or less, enhanced presentation)
3. Did this presentation enhance the understanding of contemporary popular culture and its relationship to gender issues?
4. Quality of presentation (professionalism of presenters)

Other Considerations:

Individual contribution

Effort in planning/organizing

Evidence of research and participation: please turn in an outline the group will follow during the presentation, any written organization when group developed the topic, and a paragraph explaining what your contribution was to the presentation planning.

Criteria	Pts	Comments
I. Relevance of material to our course (Does the presentation draw on scholarly and culturally relevant sources/texts in an analytical and informed way utilizing a theoretical framework?)	50	
II. Relevance of visual aids --5 minutes or less, --enhanced presentation	20	
III. Presentation was substantial enough to enhance the understanding of contemporary popular culture and its relationship to gender issues	50	
IV. Quality of presentation (professionalism of presenters) --seemed organized --group functioned smoothly --no confusion	40	
Other Considerations:		
Individual contribution (paragraph)	50	
Effort in planning/organizing (outline) --evidence of planning	30	

Presentation Delivery (10pts)

2=Needs work

4=Average

5=Excellent

Voice

Volume (strong)

Articulation/Pronunciation (clear)

Fluency

Obviously practiced

Conversational pace

Maintained eye contact (consistent)

Appendix C

Discussion Leader Grade Criteria

Discussion Leader: Each DL team will come to class with a prepared handout discussing the purpose of the reading, the main points/highlights the author discussed and three discussion questions for the class. Make sure you have the answers to your discussion questions typed out on your copy but don't fill them in for your classmates' copy. Remember this is a facilitation of discussion and not a presentation. You want to ask thought provoking open-ended questions that cause discussion. Stay away from quiz-like questions or just giving/typing your interpretation since that tends to shut down discussions. You want to know what your classmates think before you give your opinions. You will turn in your completed handout to me for a grade that day.

Name:

Criteria	Pts earned/ Pts possible	Comments
Covered the purpose of article in detail and engaged discussion over ideas	/20	
Discussed and outlined main points of article sufficiently	/20	
Provided in-depth/thought out/critically engaging questions that stimulated discussion <i>(included answers to the questions on instructor copy)</i>	/20	.
Provided detailed outline & discussed planned facilitation by date discussed	/10	
Handout was neat and easy to follow <i>(copies were made for classmates)</i>	/10	
Evidence of group collaboration <i>(provided in paragraph or in faculty/group collaboration)</i>	/20	

Total Points Recorded: /100pts