

STANDARD POLICIES AND STATEMENTS FOR

COMMUNICATION AS CRITICAL INQUIRY (COM 160-001)

Instructor: Bobby Selzer

Office Hours: By Appointment Only

Office: Fell 416

Email: _____

Section: 025

Classroom: CVA 0145

Meeting Time: Tuesday/Thursday 2p-3:15 p.m.

TEXT

Media Culture: Mass Communication in a digital age (13th edition)

Campbell, R., Martin, C. R., Fabos, B., & Becker, R. (2022). *Media & Culture: Mass Communication in a Digital age*. Bedford/St. Martin's.

ASSIGNMENTS

Canvas Quizzes. Students will complete various quizzes on Canvas. These will be assigned in class and will be due by 11 pm on the due date which will be discussed in class.

Speeches.

EVALUATION

Exams (3)	30% (3)
Nearpod/Readings	15%
Reflections	10%
Videos	15%
Final Reflection	10%

Major Project(s) 20%

These Grades are weighted and will add up to 100% of your course grade.

The grading scale is a standard ten percentage point scale:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60%

Assignment Due Dates: ALL Assignments are due by 11:00 p.m. on the date they are due. Please see the course schedule for assignment due dates.

COURSE POLICIES

Cheating/Plagiarism. Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else's work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

Special Needs. Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

Mental Health Resources. Life at college can get very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression, and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

Illinois State University Bereavement Policy. If a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work. Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website:

BEHAVIORAL EXPECTATIONS

Professional Courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit

of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

Behavioral Expectation Policy. Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

Expected Discussion Etiquette: To foster a safe and comfortable learning environment, I ask that you refrain from using profanity, racist, sexist, homophobic, or other negative language intended to exclude members of our campus community and/or classroom. I expect all communication in this class to remain respectful and considerate of the rights, opportunities, and welfare of students, faculty, and staff. Violations of this expectation will most likely result in an open constructive in-class discussion or a one-on-one discussion with me outside of class.

Emailing. Please contact me with any and all questions via my Illinois State e-mail address: _____ Please do not contact me through Canvas as I do not check Canvas email regularly. I expect you to use proper email etiquette; do not send me an email that reads like a text message. Emails should include:

- “COM 160,” your last name, and a brief email topic (Ex: COM 160 Selzer Ch. 1 Question) in the subject line
- A Greeting (Hello Bobby,)
- A specific and spell checked/ grammatically correct message
- A closing with your first and last name (take the time to build a signature for your emails)

Finally, all emails must be sent through an ISU email address. I cannot discuss course questions or information unless it is via an ISU email. If you contact me through email, please be patient and allow 24 hours for a response during the week (Monday through Thursday) and 48 hours on weekends (Friday through Sunday).

Office Hours. I will hold office hours by appointment only. However, I am usually in my office on Tuesdays and Thursdays from 8am-930am if you would like to pop in. I will also be in my office from 1230pm – 130/45pm before class. Please feel free to email me with questions if you are unable to make it to office hours.

Paper Formatting. Every assignment that is turned should be typed with Times New Roman 12 pt. font (unless otherwise noted). All assignments must have a proper header in the top left corner and page numbers in the top right corner. The header should be single-spaced and include your name, course number (Com 160 001), and assignment due date. Refer to my “Paper Assignment Format” on Canvas for an example on required formatting. All papers must be submitted as a Microsoft Word document to Canvas by 11:00 p.m. on the day it is due.

Attendance. Attendance is expected for all class sessions. I will take attendance each class meeting, and you will lose points for missing class unless you have an excused absence (doctor’s

note or pre-approved be me). Students should be present and attentive during class (not on your phone, surfing the internet, etc.). If you are on your phone, laptop, or caught doing other work outside of this class you will lose all participation points for the day. When absent you are not able to participate and will therefore lose your participation points for the day. If you are absent on other students' speech day, you will receive an automatic 10% deduction off your own speech grade. Unless documentation of an excused absence is provided by the Dean of Students office, you will not be allowed to make up those participation points in any way.

Tardiness. Our class sessions are only 75 minutes long, so it is imperative you arrive on time. If you have any reason to believe you will be late to class, please discuss this with me. You will have three chances to be tardy without penalty. After three instances of arriving after class has started, you will be counted as absent and lose your participation points for the day.

Technology Policies. During class time, students will be allowed to use a laptop or phone to access Nearpod and Canvas. This is the only permitted use of phones or laptops in this course. Anytime the class is working on any material or activity besides Nearpod, laptops should be shut and phones put away. The use of laptops or phones for non-class material will result in loss of participation points for that day for every offense. After three offenses, you will no longer be allowed a laptop or phone in the class and will be required to print and bring physical copies of anything to class.

Late Work. *I do not accept late work.* All work is expected on the date it is due. If you have a legitimate reason for not submitting an assignment on time please get in touch with me and I will evaluate these situations on a case-by-case basis.

EXTRA CREDIT: SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE

Additionally, there will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student's responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies in the School of Communication's Research Pool. The Research Pool is updated as research studies are opened/closed, and it is your responsibility to access the Pool and be aware of available opportunities. The Research Pool can be accessed via:

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits.

Each project listed on the Research Pool site will indicate the specific number of Research Credits associated with the project. I will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is your responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. **Before participating in a study, please be sure to have your name, ULID** (i.e., the part of your email before @ilstu.edu), **instructor name, and course and section number ready**, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise in the Research Pool. A maximum of 5% of your final course grade can be earned

from extra credit opportunities via the Research Pool. After the final exam there will be no further opportunities for extra credit or to otherwise improve your grade. Please also be aware that federal guidelines indicate that instructors offering extra credit for research participation must offer a reasonable alternative (such as a research paper) for students who want to earn extra credit but do not want to participate in a study.

Course SCHEDULE AT-A-GLANCE (DETAILS ON CANVAS)

Intro: Week 1

We orient ourselves to the class and the basic philosophy of the course. We identify the media as a corporate entity and recognize how that affects our experiences with it. Lessons also reveal how media organizations are financed, how they're regulated (and not regulated), how they're organized, and how that impacts us as citizens in a democracy. Finally, We become able to name and describe common media effects theories.

Unit H (for History) Weeks 2, 3 & 4.

We roll through a quick history of books, magazines, newspapers, radio, TV, and recordings to understand how they started, who some of the creators were, and how their histories impact today's media. We also identify where we're at in each medium today, and the role of each in our democracy.

Unit R (for Representation) - Weeks 5 & 6

We discover, recognize, and critically evaluate how different groups of people are represented in the media (spoiler: it's not good and you probably didn't even realize a lot of it - people walk away from this unit pretty shocked, actually). Lessons also reveal the consequences of this in society.

Unit AF (for Advertising and Food) - Weeks 7, 8, & 9.

We're going to explore the area of advertising and media marketing (since it's omnipresent in our society). As a case study about this, we'll discover the story the media tells about food in our society. We'll spend time exploring food is marketed, distinguishing many of the shady claims the food industry makes, dig deep to analyze how media messages about food affect consumer health, and how government policies (communicated via media) affect our spending and our health! (it's fascinating!). Along the way we practice deconstructing advertising claims, recognize product placement in multiple forms of media, and assess the social implications of advertising and marketing campaigns for people in our society.

Unit M (for Modern Media) - Weeks 10, 11, & 12

We discover the history of the internet & video games and identify contemporary ideas about both, including how video games affect us in both good and not-so-good ways, and how we can use video games to solve large world problems. We examine social media and explore how much it affects our daily lives in ways we didn't even know (e.g. prices of things that fluctuate based on where we are situated when we search for something??? Tip of the iceberg, my friends...), how the internet controls our mind and our emotions! (haha - okay, j/k... but not really.) (This one freaks people out), and recognize how it affects our democracy.

Unit C (for Critical Thinking) - Weeks 13 & 14

We learn about fake news media bias, conspiracy culture, their consequences in our lives and our democracy, and we'll become far more critical consumers of news and social media. We even practice assessing news so it is easy for us, and in the process we discover which news sites are the least biased ones to consume.

All these cool things happen in this course because we:

Read - it's college, so we expect to read

Participate in learning experiences designed to help us understand the content (Nearpods)

Watch videos (because it's a media class, and it's online, so...) Write - again, it's college so we expect to articulate our thoughts in writing. Specifically we write reflection essays about our learning, which have a great deal of value in the learning process. Create artifacts (demonstrations) of our knowledge which help us learn, too.

Study the material and demonstrate our knowledge in exams

Trigger Warning On Course Materials

Our class content includes a multi-week unit on the food industry. We cover the topics of food, food marketing, food policies, obesity, and weight loss/gain. Students will work on a course project related to these topics. Alternate topics/ assignments are not an option.

Our class requires films which discuss the media and sexual assault and films about social media and the negative effects on mental health including depression, anxiety, and suicide. Alternatives to these assignments are not available.