There will be **required synchronous meetings** for this course:
(8/30, 9/12, 10/3, 10/17, 10/31, 11/7, 12/5, & 12/12)

**Required Textbook:**
Race/ Gender/ Class/ Media 4th Edition  
Author: Rebecca Lind  
ISBN: 9781138069794  
Access any device with a web browser (sharing limit 2, print and copy/paste limit 2% of total pages)  
Publisher: Routledge

**Student Learning Outcomes:**
This course investigates the role of race, ethnicity, gender and culture in a variety of media contexts.

Upon completion of this course, students should be able to:
- Identify what is being presented in the media content that you and others engage with/consume/produce
- Explore the relationship between gender, race and class and the mass media, how you and others actively interpret 1. what you see/read/hear and 2. effects media might have on each of us
- Examine the varied and complex forces at work in the social organizations within which media content is produced
- Analyze the messages as well as the messenger's motives
- Evaluate what media and what content to utilize and when
- Demonstrate your role in the entire media system, as an informed and critical consumer/creator of media content

**Methods for Assessing Learning Outcomes:**
Reading/Media Response (10% of Final Grade)
Students are required to complete a reading/media response of two weekly assigned articles/videos. Each response should include, in narrative form, a statement/description of the author's primary argument(s) in a given reading segment; a description, in the students’ own words, of the major concepts central to the authors' primary arguments, along with the student’s explanation of what those ideas mean in the context of the reading segment; and an assessment/evaluation of the author’s arguments.

Discussion Facilitation: (20% of Final Grade)
Facilitators are expected to: (1) build and lead an asynchronous discussion on the topic for the week, by presenting specific questions to the class that consider the readings’ contributions, strengths and weaknesses, and posting readings/media for the class to review during the week, and (2) organize a synchronous discussion by summarizing the readings of the week, and relating the readings to other course materials. Students will lead their assigned class discussions during week 4 through week 10.
Development and delivery of discussion facilitation - One week prior to the weekly meeting, the discussion facilitator must send all the supporting materials (readings, videos, files, podcasts, etc.) so the rest of the students can prepare for the following week’s discussion. For example, someone scheduled to lead the discussion on August 29th, must send materials no later than August 22nd. Failure to submit materials for class review 7 days prior to the weekly meeting will result in a penalty to the facilitators’ grade for this activity.

Critical (Argument) Papers (15% of Final Grade): Write 5-10 page (12 pt., double-spaced, in APA style) arguments/meta-analyses/critiques over the course of the semester in response to one of the topics provided for that week. Post critical argument to the appropriate discussion forum, so peer reviewers can provide thorough feedback before uploading the revised critical argument to the Blackboard assignment submission window.

Peer-Review for Critical (Argument) Papers (5% of Final Grade) Peers will be assigned to review critical papers. Serving as a peer reviewer is important, not only to validate your own ideas but to also share with others. This review process is multifold: You will post your reviews for your Peer’s work as a reply to their original post in the discussion board. You will read over your peer’s critiques, revise your critical paper and submit the final version in the Assignment Submission Window.

Research Paper (20% of Final Grade) Each student will be responsible for completing a research paper on some topic related to race and media. You should consider a structure consisting of: a clear statement/overview of the topic/issue; a critical review of relevant literature (noting strengths and limitations of research methodology); conclusions about what is known from the convergent findings, what is still not conclusively known; and, recommendations for future research. This will be an expansion the revised critical papers and should be 15-20 double-spaced, APA-style.

Research Presentation: (20% of Final Grade) Presenters will have 20 minutes to present their topic. The presenter must create a method or methods of assessment to be used to evaluate class performance and learning. The presentation must involve four portions:

- 10 minutes to introduce and lecture on your research paper topic
- 8 minutes for assessment of class performance and learning.
- 2 minutes wrap-up

Class Participation: (10% of grade) Includes attendance at synchronous meetings, prompt delivery of materials and meaningful contribution to asynchronous discussions, during meetings and with assignments.

You are expected to contribute to discussions based on the text, assigned readings, audio/video material and other information sources, as well as your own thoughts. Discussion topics must be posted in a timely manner.

<table>
<thead>
<tr>
<th>Weekly Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 points</td>
<td>Postings on time and responds to 4 other posts in a very insightful and reflective manner.</td>
</tr>
<tr>
<td>15 points</td>
<td>Postings on time, however with limited insight or analysis (posted for the sake of having to post).</td>
</tr>
<tr>
<td>5 points</td>
<td>Last minute postings. No reflection or critical thinking involved in contributions.</td>
</tr>
<tr>
<td>0 points</td>
<td>No postings.</td>
</tr>
</tbody>
</table>
Grading Criteria:
You will be evaluated on the following:
1) the level of your engagement with the course materials (as evidenced in written work and discussion)
2) your capacity to explain your ideas and analysis in articulate and well-written forms
3) your ability to creatively explore theories and methodologies

How final grades will be calculated:
90-100% A
80-89% B
70-70% C
60-69% D
under 60% F

The Lessons section in Blackboard lists weekly module pages that identify each task to be completed for that week. The weekly folders include links to readings, assignments, discussions and related media.

<table>
<thead>
<tr>
<th>Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>Week 2</td>
</tr>
<tr>
<td>Week 3</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 7</td>
</tr>
<tr>
<td>Week 8</td>
</tr>
<tr>
<td>Week 9</td>
</tr>
<tr>
<td>Week 10</td>
</tr>
<tr>
<td>Week 11</td>
</tr>
<tr>
<td>Week 12</td>
</tr>
<tr>
<td>Week 13</td>
</tr>
<tr>
<td>Week 14</td>
</tr>
<tr>
<td>Week 15</td>
</tr>
<tr>
<td>Final</td>
</tr>
</tbody>
</table>

The Course Schedule in the Course Resources section on the left-hand light blue panel in Blackboard, provides an illustration of all due dates in the course. All course activities are due by 11:59pm on date specified - No Exceptions

Online Etiquette Expectations
- What you write is public, be mindful of proper tone, mechanics and respect for others' opinions.
- Use humor, joking, or sarcasm with caution.
- Distribute contributions evenly during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Jot down notes as you read; and before you post, think about the discussion question in the context of the readings/videos. Address the discussion questions as much as possible.
- Review your comments carefully for grammar and punctuation before you post. Well-formulated, grammatically correct.
**Code of Student Conduct:**
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding Academic Misconduct, which is contained in the Student Handbook. [http://www.angelo.edu/student-handbook/](http://www.angelo.edu/student-handbook/)

**Disability Services Policy Statement:**
Request for accommodations may be reviewed on a case-by-case basis, considering the essential elements of the academic course and/or the degree being sought. To the extent practical, the faculty and administration will make reasonable accommodations to assist qualified individuals with disabilities meet their degree requirements, consistent with the applicable provisions of Texas statues and the Regents’ RULES AND REGULATIONS. If you wish to have special accommodations made for your studies, please contact the Office of Student Affairs, Houston Harte University Center, (325) 942-2047. [http://www.angelo.edu/services/disability-services/disability-services-policy-statement.php](http://www.angelo.edu/services/disability-services/disability-services-policy-statement.php)

**Office of Title IX Compliance Statement:**
ASU is committed to providing an environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Faculty members are responsible to report allegations to the Office of Title IX Compliance in order to connect students with resources and options in addressing allegations reported. You are encouraged to report incidents to the Director of Title IX Compliance/Title IX Coordinator, 325-942-2022, michelle.boone@angelo.edu or file a report online at www.angelo.edu/incident-form. To speak to someone about an incident in confidence, contact the University Health Clinic and Counseling Center at 325-942-2371 or the ASU Crisis Helpline at 325-486-6345. The Office of Title IX Compliance also provides accommodations such as communicating with professors regarding medically necessary absences because of pregnancy, etc. For more information about Title IX visit [angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Grade Appeal Process:**
As stated in ASU Operating Policy and Procedure (OP 10.03 Student Grade Grievances), a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see Operating Procedure 10.03 at [http://www.angelo.edu/content/files/14196-op-1003-grade-grievance](http://www.angelo.edu/content/files/14196-op-1003-grade-grievance).

**Course Communication:**
I am available to answer questions synchronously if needed. To schedule virtual office hours, you will email lmangrum@angelo.edu 24 hours in advance and prepare to use Blackboard Collaborate.