

## LEARNING COMMUNITY 10 FALL 2013

**DRA131 Self, Media, and Society**

Code: 3256 T/Th 10:50-12:05

Room: NB L2.81

3 hours/3 credits

Flexible Core: Individual and Society

Prof. Lyell Davies  
 Communication and Theater Arts  
 Room 3211 North Hall  
 ldavies@jjay.cuny.edu

**ENG 101 Exploration and Authorship: An Inquiry-Based Writing Course**

Code: 3898 T/Th 12:15-1:30

Room: NB L2.81

3 hours/3 credits

Pathways Required Core: Composition

Prerequisite: Placement Exam or Equivalent

Prof. Tim McCormack  
 English Department  
 Room 7.63.05 New Building  
 tmccormack@jjay.cuny.edu

Together, we will explore the history, practice and impact of writing for the media, from radio to video games to tweet-mania and beyond. We will investigate the history and power of media to influence what we understand, what we believe and even how we act. During the course students will learn through participating in our media driven society. We will blog, present, produce, and write in many forms for diverse audiences. Along the way we will learn about how to analyze, build an argument, use sources, and write clear and stylistic prose for a variety of audiences.

**Our working environment:** Writing and research are often presented as a solo struggle: the lonely writer in the confines of a dreary room doing battle with him/herself using pen and paper or keyboard and screen; the lonely researcher in the library pouring over books in silence. In this workshop we will dispel this myth by creating a community where researchers and writers work together to create, discuss and build projects that matter to them, and that inspire others. Our classroom is like a laboratory, where we come to do the work of learning, research and writing. It is a meeting place, a working community, where we share our work, sound off about our ideas, and gain strength and support for whatever project is at hand. In our “media workshop,” the work we will do is intensive: we will read and write and discuss every day in class and between every class; we will respond to each other’s work; push each other to meet challenges; and support each other when things are not going well. Since your fellow researchers and writers will be depending on you, this class requires a commitment. Everyone in the room is a good writer and a good reader and a good thinker; therefore, we all have an important contribution to make to each other--every class. For this to work—for a good working community to develop—you must *attend to* the work of the class from the first day and throughout the term. Most importantly, you must read and respond to the work of your fellow writers respectfully, thoughtfully and constructively. We want this learning community to be your introduction to college academic life, a rewarding, invigorating, challenging experience that sets the stage for the great things to come in your college careers and beyond.

## LEARNING OUTCOMES

### DRA131 SELF, MEDIA AND SOCIETY

- Over the semester, students will gather, analyze, and critically assess evidence and information from a variety of sources and points of view, including broadcast media, online sites, primary research, etc.
- Students will produce well-reasoned written and oral arguments using evidence to support their conclusions; these activities will include, group and individual oral presentations, blog-based writing assignments, and other media-based communication activities.
- Course specific knowledge: By the end of the semester, students will be able to identify and apply the fundamental concepts and methods used in the disciplines of media studies.
- Linking scholarly work to everyday life, students will have an understanding of how media communication impacts social justice and an individual's place in a local, national, and global world, *and* an understanding how scholarly research can be applied in their everyday lives.
- Preparing for life in our media driven world, students will have acquired the knowledge and abilities needed to examine the media, *and* to collaboratively participate in the creation of digital media, thereby enhancing their roles as citizens, advocates, communicators, and producers of knowledge in our society.

### ENG 101 EXPLORATION AND AUTHORSHIP

- ❖ **Invention and Inquiry:** Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful, complex and logical way.
- ❖ **Awareness and Reflection:** Students learn to identify concepts and issues in their own writing and analytically talk and write about them.
- ❖ **Writing Process:** Students learn methods of composing, drafting, revising, editing and proofreading.
- ❖ **Rhetoric and Style:** Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.
- ❖ **Claims and Evidence:** Students learn to develop logical and substantial claims, provide valid and coherent evidence for their claims and show why and how their evidence supports their claims.
- ❖ **Research:** Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.
- ❖ **Sentence Fluency:** Students learn to write clear, complete and correct sentences and use a variety of complex and compound sentence types.
- ❖ **Conventions:** Students learn to control language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.

## SASP LEARNING COMMUNITY

- ✚ Intellectual growth: students will apply knowledge and critical thinking skills across disciplines.
- ✚ Building interpersonal relationships: Students will learn to collaborate with partners or in working groups to achieve course goals.
- ✚ Achieving college goals: Students will consider their academic and career goals and have formulated a plan to work toward those goals.

## POLICY ON ATTENDANCE, ETIQUETTE, AND PARTICIPATION

**Attendance:** students should arrive punctually at class—and should not leave early except in an emergency and *not* without talking to the instructor beforehand. Three late arrivals are equal to one full absence; anyone more than half an hour late is considered absent. Four unexplained absences will lead to an automatic grade reduction of 5%. A student missing more than six classes *risks failing the course*. If you're going to miss a class for any reason, email me beforehand and be sure to talk with me after your absence.

**Interpersonal Etiquette:** in class, students are required to conduct themselves in a way that is respectful of their peers, the instructor, and the learning environment. Speech or actions that are disrespectful or designed to cause hurt or offence will not be tolerated. Private conversations, private cell phone use, and texting are not permitted.

**Laptop computers:** As a media course using online resources, students may use laptop computers or similar electronic devices in class. However, the use of these devices is limited to a designated seating area at the front of the class and students using these devices may be required to explain to the instructor their online activities and how it relates to the course. The use of electronic devices in class may be terminated by the instructor at any time.

**Access to Technology:** All students must have a working John Jay e-mail account. Failure to maintain and check your John Jay email will result in missed assignments or missed updates. All email correspondence to the instructor must be appropriately addressed with a subject line that links it with the course, and please make sure your name is included. In addition, all students need to have working internet access and access to a working printer. If you do not have access at home, please investigate the many computer labs on campus and set up a weekly schedule that will enable you to get your work done there.

**Participation:** class participation is a key feature of college life. Through group discussion and shared research projects students have the opportunity to refine their ideas while developing the communication skills needed for every aspect of college and professional life. Class participation is a *required* feature of this class, and is graded (see assessment section for details).

**Beverages.** If you bring beverages to class please make sure to remove your empty bottles/cups. Food is not permitted in class. No exceptions!

## PLAGIARISM

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. When using Internet based sources for your research there is a temptation to cut-and-paste from others' work into your own work: this can lead to unintentional plagiarism and *should be avoided!* Paraphrasing and summarizing as well as direct quotations require citations to the original source. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatement of the ideas of others. Paraphrase, summary and direct quotation are acceptable forms of restatement as long as the source is cited.

Students who are unsure how or when to provide referencing documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (from the John Jay College of Criminal Justice Undergraduate Bulletin, pp. 38-39)

NOTE: Assignments that are in whole or in part plagiarized will automatically be awarded a grade of 0% and students will not be able to repeat the assignment.

## OUTSIDE-THE-CLASSROOM HELP

John Jay students have access to an amazing, well-run and very helpful writing center where they can bring written work from all of their courses. Go to the Writing Center web site for all the information, including the ability to sign up for on line, real time writing support sessions. <http://web.jjay.cuny.edu/~writing>. Please understand that tutoring in writing is not just for students who are struggling with a writing course. Good writers understand that writing should not be a lonely endeavor. All writers can benefit from attentive, close reading of written work, and/or the eyes and ears of a caring professional editor/coach/supporter. So, please take advantage of the writing center, a service you pay for, to get considerate, detailed input on your writing in all of your courses. If you do make an appointment to see a writing consultant, understand that going to a consultant with a completed piece of writing that needs to be "fixed up" is both not what writing consultants do, nor is it very helpful for learning about your writing. Instead, it is better to go while you are still in the drafting stage of the assignment, so the consultant can help you get where you want to go. Or, if you have a completed draft, ask the consultant to help you in a particular area (i.e. organization, use of sources, sentence structure). *If you do make an appointment at either location, for this course, please have the consultant/tutor sign the top of your draft with the date and time of the appointment and I will give you credit for taking this extra step as I calculate your grade for the course.*

## ASSIGNMENTS FOR DRA131 & ENG101

1) **Reading for each class.** Each of the topics addressed in the course will be linked to assigned readings; all readings are required and must be completed before class.

Your textbook for the semester will be, *Media/Society: Industries, Images, and Audiences*, by David Croteau, William Hoynes, and Stefania Milan. London/Los Angeles/new Dehli/Washington/Singapore: SAGE. (2012)(4<sup>th</sup> Edition). This title is available in the college bookstore.

You will also be reading *The New York Times* on a day-by-day basis throughout the semester. Students will be provided with a free subscription to this newspaper for the duration.

Other reading assignments will be handed out in class or made available on the class blog. These will include the reading of fellow students' work.

2) **Daily Writing Assignments.** Students will be required to complete a piece of writing for every session of ENG 101. Sometimes this writing will be posted to the class blog (see 3 below). At other times, hard copies will be brought to class. Writing could be responses to readings, responses to other students' writing, building steps and drafts for major assignments, final versions of major assignments or reflective writing.

3) **Class Blog/Portfolio.** Each student will be provided with her/his own page on the class blog. All written work for the semester will be posted to the blog. (At times hard copies of writing assignments will also be brought to class.) The Blog will be divided into sections with specific assignments for each section. During an early session in the semester, students will be shown how to post their work to their page on the blog. It is the students' responsibility to maintain access to the blog and to access it frequently, if not daily. A major requirement for the ENG 101 course is the completion of a portfolio of all the written work for the semester. The class blog will fulfill this requirement.

4) **Three major writing projects.** Each writer will work through the preliminary writing steps and final drafting process to produce three research-based projects: Media Memory Essay; Advertising Comparison Essay; and a Multi-genre Research Project. Each project will be described in a separate handout.

5) **Reflective Writing.** Throughout the semester, students will contribute "entries" to their reflective writing blog page. The entries will be a place for students to discuss their work, plans for future work, what they are learning about reading and writing and what obstacles are in the way of their learning.

6) **Key Terms.** Every discipline has its own set of vocabulary terms that are essential for

students to learn. As we go through the semester, key terms will be assigned to students to define and write about on the vocabulary page of the class blog. Your learning community features two disciplines, rhetoric and media, but many of the terms in these two disciplines will be overlapping, so we will complete only one list of vocabulary terms.

**7) Learning Community Showcase.** All students will contribute a “work in progress” to the John Jay Learning Community Showcase, to be held on Tuesday December 3. A description of this project will be supplied in a separate handout.

## **ASSESSMENT AND GRADING**

### **Grading for Drama 131**

1) Class Blog (10). There are ten blog writing assignments over the semester: (5% x 10 = 50% class grade). In your blog you answer a range of questions about your freshman college experience and your study of the media. Blog entries will be assessed on: (a) their relevance to the content of the course; (b) their demonstration that you are following class discussions and keeping up with the course readings; (c) your ability to connect themes from the course with your everyday experiences; (d) your appropriate terms and concepts drawn from the course materials; (e) good organization of the information posted on your blog; (f) your ability to express your ideas and thoughts clearly; (g) good overall maintenance of your blog.

2) Quizzes (6). There will be six surprise in-class quizzes over the semester: questions will be based on the readings, lectures and discussions. Your four best grades will count towards your final grade for the course (2.5% x 4 = 10% class grade). In these quizzes you may use your textbook or lecture notes from class.

3) Learning Community Showcase (10% of class grade).

5) Final Exam (1). The final exam will cover topics from the whole semester (10% class grade).

6) Final writing assignment (10%)

7) In-Class and Group Participation (10% class grade): Students who make a “sustained high quality contribution” to class discussions and group projects will automatically be awarded a 10% towards their final grade. A sustained high quality contribution indicates a student has contributed to all or most classroom discussions or group exercises, has introduced into classroom discussion themes from the assigned readings, or has presented their ideas and asked questions in a way which has enriched the learning environment for all. Students who intermittently/occasionally participate in classroom and group assignments on a weekly basis will be awarded 5% towards their final grade. Students who do not participate in the classroom will be awarded 0% towards their final grade.

## Course Grading

Blog	5%x10=50%
In-class quizzes	2.5% x 4 = 10%
Final writing presentation	10%
Final Exam	10%
LC Showcase	10%
In-Class Participation	10%

Grade definitions: defined by The City University of New York.

A, A-, B+	Excellent (87-100%)
B, B-, C+	Very Good (71-86%)
C, C-, D+	Satisfactory (57-70%)
D, D-	Poor (Passing, but too many "Ds" can lead to dismissal)(40-56%)
F	Failure (not erased when course is retaken and passed)(below 40%)
WU	Withdrew Unofficially

## Grading for ENG 101

Your work in the course is evaluated in two ways.

**A PERFORMANCE GRADE for effort and participation is earned over the semester through your daily work in the course. This equals 50 percent of your Course Grade.**  
Here's how it works.

There are 28 required class sessions. Each class day will be assigned from 0-5 points, as follows.

0 Points = Assignments not completed or does not meet minimum standards and no attendance in class time that day.

1 Point = Assignment completed but just to minimum quality standards and no attendance or minimal contribution to class time.

2 Points = Assignment completed to good quality and attendance in class.

3 Points = Assignment completed to good quality and a substantial contribution made to class time.

4 points = Assignment completed to exceptional quality and a substantial contribution made to class time.

5 points = All of the above plus more.

A letter grade for performance will be achieved according to the following scale

90-100 points = A

80-89 points = B

70-79 points = C  
 60-69 points = D  
 Below 60 points = F

I will hand out a chart to help you keep track of your performance grade. It is the same chart that I use. **NOTE THAT WRITING ASSIGNMENTS WILL ONLY COUNT IF THEY ARE POSTED TO THE CLASS BLOG BY THE BEGINNING OF CLASS. ALSO NOTE THAT THERE ARE 140 POSSIBLE POINTS. ALL YOU NEED IS 90 FOR AN "A." SO NO LATE ASSIGNMENTS ARE ACCEPTED. WHEN YOU MISS AN ASSIGNMENT, SIMPLY MOVE ON TO THE NEXT ONE.**

**A PROFICIENCY GRADE will be earned for the quality of writing displayed in your finished pieces of writing and your demonstrated understanding of the writing concepts and rhetorical principles from the course.**

A proficiency grade of A – F will be earned based on review of the final version of three assignments and a review of the final portfolio (blog) as follows.

Media Memory Essay	20 percent
Advertising Comparison Essay	20 percent
Multi-Genre Research Project	20 percent
Portfolio	40 percent

**A COURSE GRADE for ENG 101 will be an average of your performance and proficiency grades.** Thus, an A for performance and a C for proficiency results in a B grade for the course. When there is only a single gradient slot between the two grades, the higher grade will be achieved. Thus, an A on performance and an A- on proficiency results in an A for the course. When there are two gradient slots between the two grades, the higher grade will be achieved. Thus an A on performance and a B for proficiency earns a grade of A- for the course.

***Please keep in mind that professors do not give grades, students earn grades.***



## COURSE SCHEDULE (REVISED 9/17/13)<sup>i</sup>

### Part 1: Media literacy: What and Why? 4-sessions

*Wednesday, August 28*

College classes for the Fall 2013 semester begin.

*Thursday, August 29*

Session 1: Introduction to the work we will do over the semester and establishing a working environment.

*ENG101 in class: Writing Sample*

*DRA131 in class: The media in your professor's life, an introduction.*

*Monday, September 2*

Labor Day, no classes scheduled.

*Tuesday, September 3*

Session 2: Media making tools: create student's blogs.

DRA131 Reading: *Media/Society*, "Chapter 1: Media and the Social World." pages 3-14.

*In class: Students will create their personal blogs using "wordpress.com".*

ENG101 Writing: Assignment 1: Media Memory 1 (bring hard copy to class, typed!)

*In class: Working with memory. Deciding on details. Developing a summary. Establishing ways to respond to writing.*

*September 4-6*

No classes scheduled.

*Tuesday, September 10*

Session 3: Introducing media literacy: the importance of understanding the media in our lives.

DRA131 Reading: *Media/Society*, "Chapter 1: Media and the Social World." pages 14-23. *Blog writing assignment due (1): "Daily journal of the media in my life." Submit as hardcopy!*

*In class: An introduction to the meaning of 'media literacy', an exploration of some of the things we can study to become media literate.*

ENG 101: *Writing Assignment Due: Media Memory 2.*

*In class: Responding to writing. Working on summary. Looking for themes. Difference between theme and topic.*

Thursday, September 12

Session 4: Media and society.

DRA131 Reading: *Media/Society*, "Chapter 1: Media and the Social World." pages 23-28.

*In class: We will explore how the media shapes society and how we think about ourselves and our place in the world.*

ENG101 Reading: NYT Times Personal Essay (Handed out in class)

Writing: Draft of Media Memory Essay Due.

*In class: Essay structure. Developing the theme. Writing Good Sentences. Peer Editing.*

September 13-14

No classes scheduled.

Part 2: Analyzing media content: Are you plugged-in or unplugged?  
10-sessions

Tuesday, September 17

Session 5: Student blogs discussion.

DRA131 Reading: Read classmates' blogs.

Writing due: *Blog writing assignment due (2): Media Portrayals.*

ENG101 Writing: Bring Full Draft of Media memory essay

*In Class: Writing groups. Sentence Work.*

Thursday, September 19

Session 6: Newspapers, journalism, and how newspapers work.

DRA131 Reading: *Media/Society*, "Chapter 5, "Media and Ideology", pages 153-166.

*In class: Lecture and discussion, what is ideology, and what does it have to do with the media? Examine ideology and the NYTs.*

ENG101 Writing: Final Version of Media Memory Personal Essay Due

Reading: "Why Write?"

*In Class: Read around and sentence check. Discuss Why Write.*

Tuesday, September 24

Session 7: Newspapers, journalism, and how newspapers work.

DRA131 Reading: *Media/Society*, "Chapter 5, "Media and Ideology", pages 167-177.

*In class: Explore the origins of the term ideology. How does ideology influence the 'limits of debate' in the news media? What does ideology have to do with the movies or TV shows we watch?*

*Persuasion and Rhetoric*

ENG101 Writing: Newspaper Analysis  
 Reading: NY TIMES  
*In class: Rhetorical Moves*

Thursday, September 26

Session 8: Newspapers, journalism, and how newspapers work.

DRA131 Reading: *Media/Society*, "Chapter 5, "Media and Ideology", pages 177-184. *Blog writing assignment due (3): "Subjectivity/Objectivity and the Media"* *In class: Students work in pairs: editing and improving your classmates' blogs.*

ENG101 Writing: Scripted Interview Draft  
*In class: Writing Groups*

Tuesday, October 1

Session 9: Advertising (and the economics of media industries).

DRA131 Reading: *Media/Society*, "Chapter 2: The Economics of the Media Industry," pages 31-59. *In class: Where do ads come from, and why are they embedded in the media we access.*

ENG 101 Writing: *Scripted Interview Final Version.*

*In Class: Close reading: Explicit and Implicit*

Thursday, October 3

Session 10: Advertising (and the economics of media industries).

DRA131 Reading: *Media/Society*, "Chapter 2: The Economics of the Media Industry," pages 59-70. *In class: Analyzing the content of ads. Adbusters' culture jamming. Group assignment: analyzing a TV advertisement.*

ENG 101: Writing: Read a print ad.  
*In class: The Extended. Comparison.*

Tuesday, October 8

Session 11: Presidential Campaign Ads

DRA131 Reading: *Media/Society*, "Chapter 7: Media Influence and Political World," pages 219-237. *In class: The impact of the media on political life. Rhetoric in presidential campaign ads. Blog writing assignment due (4): "Analyzing an Ad."*

ENG101: Writing: Read a commercial.  
*In Class: Finding a theme. Comparison Essay Structure. Sentence Work.*

Thursday, October 10

## Session 12: Presidential Campaign Ads

DRA131 Reading: *Media/Society*, "Chapter 7 Media Influence and Political World," pages 237-254. *In class: Group assignment: analyzing a presidential campaign advertisement.*

ENG101 Writing: Read a third ad or commercial. Reading: Models of Comparison essays, on Blog. Writing: Compare Two Ads. *In class: Comparison; sentence work; essay structure; summary.*

Tuesday, October 15

Classes follow a Monday schedule.

Thursday, October 17

## Session 13: Reality TV

DRA131: Guest presenter: Prof. Kathleen Collins, author of *Watching What We Eat: The Evolution of Cooking Shows*. Reading: "Chapter 6, "Social Inequality and Media Representation", pages 185-189. *Blog writing assignment due (5): "Rhetoric and Presidential Campaign Ads."*

ENG101 Writing: First Draft of Comparison Essay. *In class: Writing Groups.*

Tuesday, October 22Session 14: Reality TV, watching *Undercover Boss*

DRA131 Reading: *Media/Society*, "Chapter 6, "Social Inequality and Media Representation", pages 190-201. *In class DRA 131: Group assignment: develop a research plan for studying 'Undercover Boss', and watch an episode from the reality TV series.*

ENG101 Writing: Second Draft of Comparison Essay. *In Class: Writing Groups*

Thursday, October 24Session 15: Reality TV, watching *Undercover Boss*

DRA131 Reading: *Media/Society*, "Chapter 6, "Social Inequality and Media Representation", pages 201-215. *In class: Discuss the content of the reality TV show 'Undercover Boss'.*

ENG101 Writing: Final Version Of Comparison Essay *In class: Read around of comparison essays.*

Part 3  
Audiences: Passive or active?  
(6-sessions)

Tuesday, October 29

Session 16: Introducing the Showcase

*In both classes: Discuss past Showcases and begin planning our presentation.*

Thursday, October 31

Session 17: Audiences

DRA131 Reading: *Media/Society*, "Chapter 8 Active audiences and the construction of meaning" pages 255-268. *In class: Discuss the role of audiences in the construction of meaning. Listen to excerpts from the radio broadcast 'War of the Worlds'. Blog writing assignment due (6): "Thinking about the Showcase."*

ENG101: Read class handout: rhetorical context. Write: Letter to 3 audiences. In class: audience and voice.

Tuesday, November 5

Session 18: Audiences

DRA131 Reading: *Media/Society*, "Chapter 8 Active audiences and the construction of meaning" pages 268-277. *In class: Discuss the role of audiences in the construction of meaning. Listen to excerpts from the radio broadcast 'War of the Worlds'. In-class study, how do individual members of the class respond in different ways to media content?*

ENG101: Read class handout on Writing in the Disciplines. Write: What do I know about writing in my major?  
In class: Writing across the curriculum and writing in the disciplines.

Thursday, November 7

Session 19: Resistant readings of the media.

DRA131 Reading: *Media/Society*, "Chapter 8 Active audiences and the construction of meaning" pages 277-284. *In class: Culture jamming and online fan sites. Blog writing assignment due (7): "Audiences."*

ENG101: Writing: An exercise in Freewriting. Six pages of shitty writing about the course.  
*In class: Composing Guidelines.*

Tuesday, November 12

Session 20: Introducing student research projects.

DRA131 Reading: none.

*In class: discuss and brainstorm for end of semester student research projects.*

ENG101 Writing: Three refined ideas.  
Reading: Sample Multi-genre Research Projects.  
*In Class: Idea presentation in groups.*

Thursday, November 14

## Session 21: Blog evaluation

DRA131 Reading: your classmates' blogs.

*Blog writing assignment due (8): "Proposal Idea for final project." In class: students discuss the content of their blogs with the class.*

ENG101 Writing: Project Proposal.

*In Class ENG 101: Peer Editing of project Proposal*

Part 4: Research and Argument: Deeping your knowledge of media, money, and policy.  
(8-sessions)

Tuesday, November 19

## Session 22: Media institutions.

DRA131 Reading: *Media/Society*, "Chapter 4 Media Organizations and Professionals" pages 113-123. *In class: Discussion/lecture on who makes the media, and what determines their decision-making?*ENG101 Writing: *Annotated Bibliography Entry Due.**In Class: Paraphrase, quote, summary and source paragraphs.*Thursday, November 21

## Session 23: Media institutions.

DRA131 Reading: *Media/Society*, "Chapter 4 Media Organizations and Professionals" pages 123-135. *In class: Prepare for Showcase. Blog writing assignment due (9): "The Heart of Your Final Project."*

ENG101 Writing: Annotated Bibliography Draft Due.

*In class: Working with sources to make an argument.*Tuesday, November 26

## Session 24: Media institutions.

DRA131 Reading: *Media/Society*, "Chapter 4 Media Organizations and Professionals" pages 135-150. *In class: Prepare for Showcase.*

ENG101 Writing: Revised Proposal and Annotated Bibliography Due (5 sources)

November 28-December 1

Thanksgiving, no classes scheduled.

Tuesday, December 3Session 25: **LEARNING COMMUNITY SHOWCASE! Required Attendance.**Thursday, December 5

## Session 26: Globalization and the media.

DRA131 Reading: *Media/Society*, "Chapter 10 Media in a Changing Global Culture" pages 325-341. *In class: Media beyond the local and the nation; global media and globalization; the media changing our working lives; the media and what we know about our cultures.*

ENG101 Writing: Iterative Draft (outline) of Multi Genre Research Project Due

*In class ENG 101: Review of semester. Peer Writing Groups.*

Tuesday, December 10

Session 27: Globalization and the media.

DRA131 Reading: *Media/Society*, "Chapter 10 Media in a Changing Global Culture" pages 341-347. *In class: The impact of global media on cultures around the world. Blog writing assignment due (10): "Reading Foreign Media"*

ENG101: *Writing: Second Draft of Multi-Genre Research Project Due*

*Writing: First Draft of Reflection Due*

*In class ENG 101: Peer Writing Groups and Project work.*

Thursday, December 12

Session 28: Final session

DRA131 Review for final exam. *In class: semester review and students discuss the content of their blogs with the class.*

ENG101 Writing: Final Version of Multi Genre Research Project Due

Writing: Draft of Reflection Due

*In class: Showcase of Final Projects. Final Proofreads.*

*December 16-23*

You will use this week to complete any remaining work for the semester.

Final Exam DA 131: December 17 10:15 – 12:15

Final exam ENG 101: December 19 12:30-2:30

**Last day to submit work is Dec 19 at 2:30.**

**Please note that this schedule may be revised as the semester progresses. If the schedule is revised a new version will be posted and noted on the class blog.**

**Also Note: Although they are not listed here, students are required to make one reflective writing entry every week and to define one key word each week. How to complete these tasks will be provided in a handout during the first couple weeks of the semester.**

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