

SYA 4930: Media & Culture

UF Online Course

Instructor: Grant Jones

Contact Methods

Email (**Preferred**): grant.jones@ufl.edu

Telephone: (270) 724-0320

Note: If you plan to reach me by phone, know that I may not respond to unknown numbers. If possible, give me a heads up via email that I may be expecting a call.

For technical issues pertaining to this online course, contact the UFL Helpdesk at <http://helpdesk.ufl.edu> or (352) 392-4357.

Office Hours

As this class is a fully-online class, I will have online office hours via Zoom every week on **Tuesdays** from **4:00 PM – 6:00 PM**. The Zoom link for these office hours will be available on our class's Canvas page, but if you are unable to find the link, please email me and I will gladly send the link for these hours to you.

Additionally, I greatly encourage you to email if you have any questions in this course. Though I have office hours only on Mondays at the time mentioned above, I will also be open to meeting with any of you by appointment. If you wish to meet via Zoom at any other time, just send me an email and let me know what possible days and times would work well for you. And of course, if you would rather just ask your questions via email rather than meeting on Zoom, you are more than welcome to do so.

Regarding the Course

Our class is held fully online and will not have any scheduled class meetings. Instead, lecture videos will be recorded and posted every Monday (usually at 11:59 PM on the previous night, if not sooner). All assignments will be posted on Canvas, and none of this class's assessments will require any in-person proctoring.

Some assignments for this class may require students to be audio-visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to

have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate verbally in certain recorded assignments are agreeing to have their voices recorded. Note that this likely will only apply to the final project, and if there are any concerns in this regard, feel free to contact me.

Course Objectives

The purpose of *Media & Culture* is to set a foundation of key concepts, elements, and terminology pertaining to modern media and its sociological connects and implications. Students will be shown how sociological thought and concepts apply to the world of digital media, and will also be shown examples of how the concepts discussed in this course manifest themselves in real life. The point of this course is to provide a broader understanding of media's role in a modern society through the lens of Sociology.

Class Attendance, Make-Up Exams, Etc.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Required Textbook

Rohlinger, D. (2019). *New Media and Society*. New York University Press.

UF Grading Policies

UF grading policies can be viewed here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading Details

<i>Grade</i>	<i>Percentage (Points)</i>
A+	100 (1000)
A	92 – 99 (920 - 990)
A-	90 – 91 (900 - 910)
B+	88 – 89 (880 - 890)
B	82 – 87 (820 - 870)
B-	80 – 81 (800 - 810)
C+	78 – 79 (780 - 790)
C	72 – 77 (720 - 770)
C-	70 – 71 (700 - 710)
D+	68 – 69 (680 - 690)
D	62 – 67 (620 - 670)
D-	60 – 61 (600 - 610)
E	0 – 59 (0 - 590)

Weighting

Discussion Board	-	33%	(22 pts. x 15 330 pts.)
R.I. Responses	-	18%	(30 pts. x 6 180 pts.)
Quizzes	-	24%	(20 pts. x 12 240 pts.)
Final Project Stage 1	-	5%	(50 pts. x 1 50 pts.)
Final Project Stage 2	-	10%	(100 pts. x 1 100 pts.)
Final Project Stage 3	-	10%	(100 pts. x 1 100 pts.)
<i>Total – 1000 pts.</i>			

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

Types of Assessments

Note from the Instructor

This syllabus will provide details on how I expect each of you to complete these assessments, but I also plan to post a video explaining my expectations to the Canvas page for this course. Furthermore, if you run into any issues or are confused about any requirements, do not hesitate to email me for further clarification.

Discussion Board

For each lecture, there will be a corresponding set of discussion prompts in the discussion board on our course's Canvas page. These prompts will be related to the content discussed in that week's lecture video. In order to receive full credit for these posts, you must provide *at least* a **three to four paragraph** response to these prompts. Specific instructions on what is expected for each week's discussion requirement will be specified in the discussion board post for that prompt.

Discussion prompts will be posted to the discussion board every Sunday at 11:59 PM unless otherwise specified, and responses will be due the following **Saturday at 11:59 PM**.

Reproducing Inequality (R.I.) Responses

In each chapter of *New Media & Society* – the textbook for our class – the author includes a section called “Reproducing Inequality.” These sections aim to provide some real-world context for the concepts being discussed in that chapter. As such, I believed it would be a beneficial endeavor to have you all provide a response to each of these – totaling 6 responses, one per chapter. These R.I. Responses will be assigned on the same day the last lecture for that chapter is posted. These dates will be outlined in the *Weekly Schedule* in this syllabus and on Canvas.*

Each R.I. response should be approximately **four to five paragraphs** in length. For these responses, students should **provide their informal reactions** to the “Reproducing Inequality” section from that chapter, **discuss how prevalent** they think this inequality is in a modern society, and discuss what **examples of this inequality in the real world** that they have seen – from their own life, the lives of others around them, or in the news. In addition to this, students

should find **one example video** from the media – television, film, the news, or in music – that they believe fits this topic, then discuss how this form of inequality is well-showcased in that example.

* Note that the weekly schedule is subject to change if necessary, so it is encouraged to reference the schedule on Canvas rather than the one in this syllabus just in case a change occurs.

Quizzes

There will be a **10 question** quiz assigned corresponding to each lecture*, assigned on Sundays at 11:59 PM (unless otherwise specified), and each quiz will be due on the following **Saturday at 11:59 PM**. These quizzes will be open-note, open-text, and open-lecture, and largely serve to ensure students have acknowledged and have a basic understanding of the core concepts discussed that week.

* There will not be quizzes assigned for the Video Games & Society or the Digital Divide lectures.

Final Project

As part of this course, you will be tasked with completing a final project. This final project involves providing and analyzing examples from the media (TV, film, music, etc.) of different sociological concepts. Keep in mind that this project will be discussed in greater detail as we get closer to the end of the semester, and there are more specific details posted on Canvas.

This final project is separated into three stages:

Stage 1: Students will be tasked with selecting **two concepts** discussed in the course up until that point. On Canvas, I will provide a list of which concepts you can choose from, though this list will likely include almost every major concept discussed up until that point in the class. If you would like to propose a unique concept that is not on that list, you may do so, but be sure to do so as soon as possible so that I can determine if that concept will work well for this project or not.

Once you have chosen two concepts, you must email your selections to me. I will then select **one of these concepts** to assign to each student. To be clear, each student will submit two concepts, then will be assigned one of their own submitted concepts to use in the final project.

For **both** of the concepts specified, each student must also provide **two example videos**. Both of these example videos should showcase how their concept shows up in the media. For example, if you chose the concept “cyber family,” you should find two videos that showcase cyber families, such as a clip from a television show that showcases how a family in that show maintains contact or keeps track of each other using social media, or a clip from a movie that shows how an obsession with digital media – such as phones – can distract the family members and weaken their relationship with each other.

It is *highly encouraged* that students submit Stage 1 as soon as possible so that if there are any concerns with the concepts or examples chosen, they can be addressed and the student will have time to resubmit Stage 1. Please check Canvas for deadlines associated with Stage 1 and the other stages of this project.

(Note: If there is an upcoming concept that is not on the list *and* has yet to be discussed that a student wishes to use for this project, they must contact me as soon as possible in order to determine if that concept will be viable or not)

Stage 2: Each student will write their own individual paper discussing their chosen concepts (only the concepts I assigned to you following Stage 1) and examples. In this paper, each student will first explain or define their concept as clearly as possible. After this, students will discuss how they have seen this concept in the real world – from their own life or in the lives of those around them. This first part of the paper should be at least **3 paragraphs** long.

For the second part of the paper, students will discuss their first example. For about **1 paragraph**, students will describe what their example is, stating what type of media the example is from, what the show / movie / song / etc. is about, and any other important details about this example. Then, students will provide about **2 paragraphs** describing how their concept shows up in this example and why they believe their example showcases their concept well. Following this, students will provide another **2 paragraphs** discussing why they think this chosen concept is important to learn about, research, or discuss in a sociological context. This process will then be **repeated for the second example**.

The only formatting specifications I have for this paper are that the paper must be:

- Double-spaced
- 12-point font
- Well-organized with headings and subheadings

I want to leave any other specifics fairly open ended to allow each student some freedom in how they format their papers, but if you have any other questions on formatting or if you want to confirm that your paper is formatted well, feel free to email me.

Stage 3: For Stage 3, you will record a presentation of your project. In this presentation, you will informally present what was discussed in your *Stage 2* paper – explaining what your concepts are, how these concepts show up in the media, why these concepts are important to study, etc. Once you have recorded this video, you should upload it to some site that everyone will have access to and post this video to the discussion board. I will create a unique discussion board for these submissions around when Stage 3 is assigned.

Additionally – since it would be difficult to include these clips in the presentation itself without potentially running into copyright issues – each student is expected to include YouTube links for their examples in their discussion board post with their presentation video.

While not a requirement, I also encourage feedback on these presentation posts. Let the other students know what you liked about their projects, or what you found interesting!

Stage 3 must:

- Be at least 5 minutes long per group member (though students will often go far beyond the 5 minute mark)
- Include a thorough description of key aspects of your Stage 2 paper (such as what the concept is, what your examples were, how the examples show the concept well, why the concept is important to study, etc.)

Exams

There will be **no exams** for this course!

Other Information

Plagiarism

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Campus Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

On-Line Students Complaints: [distance.ufl.edu/student-complaint-process/ /](http://distance.ufl.edu/student-complaint-process/)

Weekly Schedule

Note 1: Check Canvas for all assignment deadlines!

Note 2: This schedule is *subject to change*. If any change occurs, it will be discussed in class.

Message for this Summer semester:

I have had the unique challenge of adjusting a 15-week course for a 6-week semester, and I believe I have created the best scenario possible! I have made it a point to keep all lectures and assignments relatively short, and my assignment requirements are all kept simple and open-ended. This means that despite the fact that will must cover multiple chapters / lectures every week, it is not at all as daunting as it will appear on this schedule! Please watch the course introduction video for a more detailed explanation on how this particular semester has been structured.

Week 1 – *Lectures*

- Class Introduction
- Chapter 0
- Chapter 1-1
- Chapter 1-2

Assigned

- Discussion Board Posts
 - Chapter 0, Chapter 1-1, Chapter 1-2
- Quizzes
 - Chapter 0, Chapter 1-1, Chapter 1-2
- R.I. Response
 - Chapter 1

Week 2 – *Lectures*

- Chapter 2-1
- Chapter 2-2

- Chapter 3

Assigned

- Discussion Board Posts
 - Chapter 2-1, Chapter 2-2, Chapter 3
- Quizzes
 - Chapter 2-1, Chapter 2-2, Chapter 3
- R.I. Responses
 - Chapter 2, Chapter 3

Week 3 – *Lectures*

- Chapter 4-1
- Chapter 4-2

Assigned

- Discussion Board Posts
 - Chapter 4-1, Chapter 4-2
- Quizzes
 - Chapter 4-1, Chapter 4-2
- R.I. Response
 - Chapter 4

Week 4 – *Lectures*

- Chapter 5-1
- Chapter 5-2

Assigned

- Discussion Board Posts
 - Chapter 5-1, Chapter 5-2
- Quizzes
 - Chapter 5-1, Chapter 5-2

- R.I. Response
 - Chapter 5
- **Final Project Stage 1**
- **Final Project Stage 2**

Week 5 – *Lectures*

- Chapter 6-1
- Chapter 6-2

Assigned

- Discussion Board Posts
 - Chapter 6-1, Chapter 6-2
- Quizzes
 - Chapter 6-1, Chapter 6-2
- R.I. Response
 - Chapter 6
- **Final Project Stage 3**

Week 6 – *Lectures*

- Video Games & Society
- Digital Divide

Assigned

- Discussion Board Posts
 - Video Games & Society, Digital Divide
- Quizzes
 - *No quizzes this week!*
- R.I. Response
 - *No R.I. Response this week!*

Final Project Deadlines

Stage 1: Saturday, 7/27 @ 11:59 PM

Stage 2: Saturday, 8/3 @ 11:59 PM

Stage 3: Friday, 8/9 @ 11:59 PM

- NOTE: **Stage 3** *must* be submitted by the end of the day on **Friday, 8/9**, as this is the official last day of the class.