

COM/SOC 275: Mass Media & Society

Fall Semester 2015

Time & Place: M-W-F, 9:30-10:20 a.m. in Chambers 1006

Professor: Dr. Amanda R. Martinez

Office Hours: Preyer 213, Wednesdays, 2-4:30 p.m. and other days/times by appointment.

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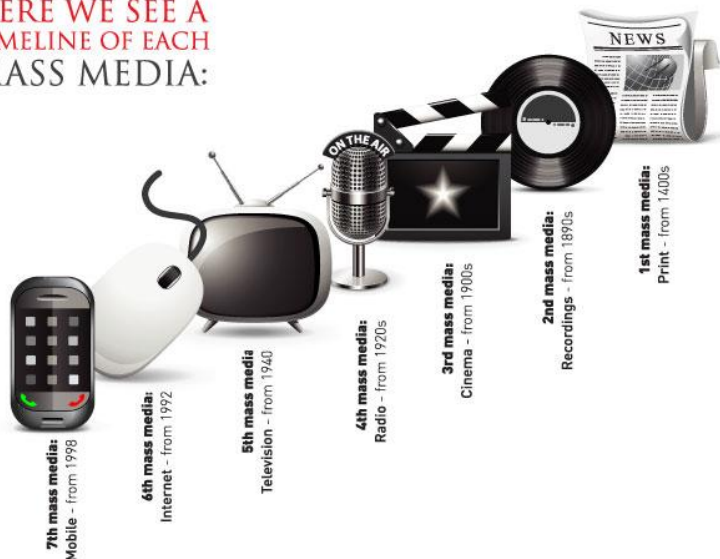


REQUIRED MATERIALS

- Pavlik, J. V. & McIntosh, S. (2014). *Converging Media: A New Introduction to Mass Communication*, 4th edition. Oxford University Press. **(Available in the Davidson College Store)**
- Routine access to Davidson email, Moodle, our Davidson Domains page, our YouTube channel, & Twitter.
 - Additional readings in .pdf format, assignment details, and links to various resources are available on Moodle by week.
 - YouTube channel (also linked to our Moodle page):
<https://www.youtube.com/channel/UCBRLeNXzf60fNhCkv8Ikkyw/playlists>
 - I will tweet items of interest using our class hashtag #COMSOC275Davidson from my Twitter handle: @AMartinezPhd. Feel free to tweet as you come across items your classmates might find interesting and useful as well! *Twitter is an informal, supplemental back channel of communication for our class.*



HERE WE SEE A TIMELINE OF EACH MASS MEDIA:



CONVERGENCE: *The coming together of computing, telecommunications, and media in a digital environment.*

THE COURSE

Course Description: This course provides an introduction to the ever-changing world of mass communication by paying special attention to the emergence of social media platforms in contemporary society. Media convergence as an ongoing and never fully complete process occupies the center framework through which we approach other related changes and challenges. The process of convergence allows for an understanding of the history of mass media technologies (i.e., radio, TV, print, film, etc.) and the role, effect, and ubiquitous nature of current new media (i.e., Facebook, Twitter, blogs, YouTube, etc.). This course will invoke strategies to analyze the media and (popular) culture within a deliberate, informed, international context, with particular attention to the changes in our global community that are reflected in the media. Generating creative content to contribute to the online dialog that draws us closer together as a community of media producers individually and collectively as a class, will undergird much of our work throughout this course.

Learning Outcomes: By the end of this course, students will be able to:

- Define convergence, digitization, and mass communication.
- Explain why media literacy remains crucial by analyzing media messages.
- Evaluate theories of mass communication and apply them to contemporary issues related to the changing role of mass communication in society.
- Debate multiple sides concerned with communication law and regulation in the digital age.
- Generate creative content on various social media platforms with the goal of contributing to a global dialog via mass media as an individual producer of messages.

Course Structure: This class consists of a variety of ways to earn your grade including engagement, participation, presentations, individual analytical and applied writing assignments, and exams. You will earn grades for your routine and engaged discussion-based participation as well as in and outside of class individual and small group assignments, a multimedia Flipped Friday discussion leader small group presentation, two short paper case study assignments, two closed books/ articles and closed notes take-home reviews, and a multimedia project and analysis paper that will include a short presentation of your analysis focus in class and shared via Davidson Domains. The percentage weighed towards your grade and details for each assignment follow. Rubrics for grading are available on Moodle in the Assignment Details folder.

Routine & Engaged Participation:	20%
Multimedia Flipped Friday (Discussion Leaders):	10%
Short Papers (2 total, each worth 10%):	20%
Multimedia Project & Analysis Paper:	20%
Review #1:	15%
Review #2:	15%

Grading Scale

A	93+
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

General Expectations:

We will discuss a variety of potentially challenging issues. We need to establish a positive, supportive communication climate in which we identify the significant research and theories in the area, and in which we not only respect but seek to truly understand the perspectives of others – a central tenet in communication

studies. I expect that you take responsibility for your educational learning experience by taking part in class discussions, keeping up with your reading, participating in in-class activities, homework, small group work, and other creative assignments. It is your responsibility to stay on schedule and communicate when there is course content that you need extra help with. We will adhere strictly to our schedule of deadlines. I hold you accountable to high standards of utmost respect for our classroom environment. I am also your advocate and resource.

**Class Motto: GRADES ARE NOT
GIVEN, THEY ARE EARNED.**

ASSIGNMENT DETAILS

Routine & Engaged Participation: This portion of your grade considers your class participation including being a respectfully engaged audience member and presenter for various assignments (homework and major assignments), small reading groups, discussion generally, homework and media assignments, and other activities that require you to work individually and in small groups (sometimes self-chosen, sometimes assigned) in and outside of class time. Essentially, you are given the opportunity to earn a portion of your grade for simply doing what you are already expected to do: come to class prepared with the readings, which means at a minimum having read the material closely and actively, take notes, and be ready to discuss and engage with your peers beyond summarizing the readings. You will *not* be graded based on your responses and whether others agree or disagree with your stances. It is not my job to judge your lived experiences and standpoints; I will, of course, elaborate and clarify aspects of the scholarly content as the need arises. When there is not a definitive right or wrong answer, open dialogue and debate is always encouraged. We will collectively prioritize a positive, respectful, and open class dynamic in which all ideas are welcome.

The quality and level of engagement is the basis for this portion of your grade. A rubric for participation grades is available on Moodle and will be based on particular short small group and individual homework assignments (on-time submission and full completion of them) which oftentimes require the use of some medium (i.e., Twitter, YouTube, Moodle, Domains, etc.), critical depth to in-class participation that goes beyond summary, attendance, and general engagement during class time (i.e., being routinely mentally checked-in and participating consistently).

Expect to regularly have homework assignments beyond the required reading which may include watching videos, creating content to be disseminated via your Davidson Domain (and shared to my Domain for the class), and experimenting with other online platforms that enable mass idea sharing (i.e., digital storytelling platforms, memes, infographics, etc.). A list of these and links with tutorials is available on Moodle. Each student will sign up for two different days to be responsible for bringing to class, typed and printed, two key points pertaining to the readings accompanied by two prompts/open-ended discussion questions for class. These will be collected at the start of class.

The participation part of your grade consists of many routine graded assignments in a variety of formats (in-class discussion, outside class individual homework assignments, etc.) which will be weighed together for this 20% of the course grade.

Multimedia Flipped Friday Discussion Leaders: On Fridays, we “flip” the classroom! Each student will sign up for a topic area to draw upon for the discussion leader portion of the course grade. All discussion leader presentations/discussions will take place on Fridays and each group will include **2-4 members**. In your role as discussion leader, you decide what we should spend extra time discussing. You are required to extend readings, theoretical frames, key concepts, and major tensions as they manifest in various contexts that surround us. Draw upon **at least 2 mass communication**

*Discussion leader material is
due Thursday (the day before
your discussion day) by 8 p.m.
on Moodle.*

concepts you’ve learned about in the topic area for which you are responsible. You are required to provide external materials to help situate and guide discussion which may include any combination of the following:

media content, pop culture artifacts such as TV show excerpts, newscasts, current events, YouTube clips, photo collages, other forms of artwork, relevant community and/or campus happenings, current or historical events at the international, domestic, or regional level, scholarly articles, news articles, information found on social media outlets, etc. You will then work with your group members to produce a multimedia presentation displayed through Prezi or PowerPoint as the main platform that brings the material together in a cohesive manner. At a minimum, the group should **produce an infographic through Piktochart** that streamlines and synthesizes the main issues in your discussion topic(s), **4-6 external sources** of credible information anchored in mass communication research, and **4+ open-ended, thoughtful, critical, in-depth discussion questions** based on your external materials to pose to the class. The point of this assignment is for you to be creative, apply the material beyond our classroom, and get the class to discuss this topic further based on what we have learned while strategically integrating outside material, research, etc. and producing the multimedia presentation with both the class audience in mind and a potentially broader mass audience. It is your responsibility to keep discussion going for the duration of the class period. The discussion leader material is due via Moodle on Thursday by 8 p.m., which is the day before your discussion leader presentation/discussion takes place. Detailed guidelines and a checklist to make sure you've met all expectations when planning with your group members are on Moodle.

Short Papers: In the short papers, you will critically analyze, reflect, and write about the mass communication phenomena of particular interest to you. Approach the short papers as opportunities to see how the ideas we are discussing can be seen in your daily life or in broader society (i.e., current events, media, pop culture, social justice issues, etc.), and dive into some depth of bridging theory with the pragmatic realm in your observations. The first short paper will focus on media literacy and the second short paper will focus on a macrocontextual + interpersonal level issue of your choice.

Each short paper should start with your name, the title of the reading and/or topic to be discussed, a title that captures what you wrote about, and the date on which the entry was written. Short papers should be a full **4-5 pages of writing**. Less than that and the entry likely will not have sufficient depth; more than that and the entry likely will not have sufficient focus. You can write in a conversational style (for instance, you should use "I"); but you must still use proper English. *Be sure to give the authors credit for their ideas and yourself credit for seeing their value!* When citing course materials, do so parenthetically in context.

*Short papers =
opportunities to
make connections
& critique.*

Multimedia Project & Analysis Paper: This assignment is an opportunity for you to think about how mass communication via media in society remains a hot topic, do some in-depth research on the topic of your choice, and write about it in a reflective manner that should be accessible to a mass audience. Think of the process for this assignment as fluid instead of linear and with two distinct and complementary parts: 1) a creative multimedia representation/illustration of your topic area using any number of multimedia platforms of your choice (see list on Moodle) and 2) an analysis paper that elaborates on the research that informed your critique points and aided in your multimedia final product. This will be shared through your Domain and disseminated for the broader public to see through our class Domain page. Detailed guidelines are on Moodle and the librarians will make our research guide particularly tailored to this course and assignments available by mid-semester. The last days of class are presentation days in which each student will present their multimedia project and discuss the highlights of the analysis with the class. The multimedia project is due by the day of the presentation but the analysis paper is not due until the last day of finals.

2-Part Final Project → Presentation + Paper

Reviews: The first review consists of the content we have covered in the first half of the semester. The second review consists of the content we have covered in the latter half of the semester. Although the second review is not explicitly comprehensive, it will reflect the fact that the course continually builds on the previously discussed materials. The format for your reviews will include the following: scenario and application-based multiple choice, true/false, fill-in-the-blank, short answer, and essay. All content from the main textbook and other scholarly readings are fair game for inclusion and application in the reviews. The reviews are closed-book/notes/readings and take-home, with an Honor Code self-timed limit of max. 3 hours to complete each. Reviews will be released on Moodle as .doc files where indicated in the course calendar and due via Moodle submission (you'll see the upload links) saved as LastNameFirstName.doc by the deadlines indicated.

POLICIES

**3 *freebie* unexcused absences per student →
no excuses/explanations required, no questions asked.**

Attendance Policy:

Regular class attendance is the student's obligation. I take attendance each time we meet. I expect that everyone treat our class meetings respectfully by recognizing that they are vital to our success as a class community. Each student has a total of 3 *freebie* unexcused absences to use during the semester, no excuses required, no questions asked. After the 3 freebies (which is a week's worth of class), every subsequent absence will result in a 15-point deduction from the participation grade. If a student misses more than one quarter of a semester, the student effectively fails the course. Davidson athletics, religious observances, and other College-mandated excusable absences must be communicated in advance for proper marking in my attendance records.

Late Work Policy:

I do not accept late work. You have all due dates mapped out in the course calendar. Plan well and work to meet the deadlines. I reserve the right to make exceptions with penalties on extreme rare occasions on a case-by-case basis.

Technology Policy:

The use of laptops to take notes is permitted during class time. However, I reserve the right to alter this policy should the level of interactive and attentive engagement diminish. On student-led discussion days, electronics should be silenced and put away. Any disruption during discussion leader presentations will result in participation point deductions.

Davidson Honor Code & Pledged Work:

All work is pledged work. Please write (or type) "pledge" and your name in full on the top corner of any work you hand in. Please make sure you understand the Honor Code, and especially the definition of plagiarism.

Citing Sources & Avoiding Plagiarism:

I encourage you to speak to others about your written work: colleagues, friends, and consultants in the Speaking Center and the Writing Center. All of the work that you do for the course must be your own and you should not "recycle" work from prior classes, but you are welcome to get feedback and suggestions from anyone in the community. Written work must include appropriate citations. We have APA and MLA citation examples on our course research guide to make sure that the basics are clear including how to cite when

*The students and faculty of Davidson College are committed to the **Honor Code** and will not tolerate any violation of this principle. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work. Students must clearly cite any sources consulted – not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. As indicated in Davidson College's Student Handbook, I must refer every act of academic dishonesty; violations may result in failure in the course, as well as suspension or expulsion.*

paraphrasing and directly quoting. The librarians will make resources available that thoroughly cover the basics in our research guide and also serve as resources themselves for students.

Written Assignment Submissions: To be **green friendly** and save paper/trees, all written work will be submitted electronically via Moodle. Please attach your document in Word .doc format to the appropriate assignment link. I will provide feedback in bubble comments and indicate the grade earned at the end in a bubble comment. Graded work will be sent back via email.

RESOURCES

Accommodations for Students with Disabilities and Learning Differences:

Accommodations are the legal right of students with disabilities. If you are a student with a disability or learning difference who anticipates needing accommodations, and the disability is documented by Davidson College, come talk to me early in the semester so that we can discuss accommodations. All such discussion will be confidential. Pedagogically, I strive to employ a variety of strategies and approaches to appeal to an array of preferred learning styles throughout the duration of our course.

Title IX and Student Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.davidson.edu/offices/dean-of-students/sexual-misconduct> and <http://www.davidson.edu/student-life/health-and-counseling/counseling>. Dean of Students Kathy Bray (Office: Chambers 1255) is the Title IX Coordinator and may be reached at: 704-894-2225, kabray@davidson.edu. Full policy details may be found on Inside Davidson provided by the Sexual Misconduct Task Force.

The Speaking Center:

The Speaking Center on campus provides free consultations for your presentations for any course. Consultants will meet with you about any aspect of your work, from invention to delivery. The tutors in the Speaking Center are your peers who have had COM 101 and performed exceedingly well in their presentations. They are peer experts with the practice and experience necessary to perform well on presentations.

Speaking Center hours: Sunday – Thursday, 8-11 p.m., Studio D & Group Tutor Room 2 (Library)

The Writing Center:

The College provides free consultations on writing that you do in any course. Consultants, who are themselves practiced writers, trained to help you with any aspect of your work—from forming ideas, to developing arguments, to helping with grammar and style—will work with you individually and free of charge. Visit the Writing Center for further information.

Writing Center hours: Sunday – Thursday, 2-4 p.m. and 8-11 p.m., CTL (Library)

DR. MARTINEZ' QUICK CHECKLIST FOR WRITTEN WORK:

- ✓ Microsoft Word .doc format.
- ✓ Font = 12 point, Times New Roman.
- ✓ One inch margins.
- ✓ Double-spaced (without extra spacing before or after paragraphs).
- ✓ Edit thoroughly for the basics of grammar, spelling, punctuation, content, clarity, sentence structure, etc.
- ✓ Citations follow APA or MLA style consistently and accurately.

Library Services:

Research Consultations - The librarians are happy to work with you individually. Drop-in and scheduled consultations are available Monday – Friday, 9-5 p.m. and Monday – Thursday, 7-9 p.m.

Visit the library website for all forms and details:

<http://davidson.libguides.com/askalibrarian>

*Questions, comments, concerns? Silence is satisfaction unless I hear otherwise.
Please do feel free to talk to me at any point in our semester together!*

Course Calendar

Minor changes may be made to this schedule at Dr. Martinez' discretion.

KEY FOR COURSE CALENDAR:

Gray = Readings on Moodle

Pink = Short paper due

Blue = Flipped Friday discussion leader day

Yellow = Review/Final analysis paper due

Green = Breaks/No class meeting

RED = UPDATES ADDED

WEEK	DAY	TOPIC	READINGS	DUE TODAY
1	Monday August 24	-Welcome to COM/SOC 275!		
	Wednesday August 26	<u>PART 1: The Changing Media Landscape</u> Mass Communication and its Digital Transformation	Pavlik & McIntosh, Ch. 1	Complete media and technology usage survey on Qualtrics link (Moodle) by midnight!
	Friday August 28	Activities & Discussion	Jenkins (2006): <i>Convergence Culture: Where Old and New Media Collide</i>	In class: Discussion points & prompts sign-up. Twitter Assignment: Meme due by 6 p.m.!
2	Monday August 31	Media Literacy in the Digital Age	Pavlik & McIntosh, Ch. 2 Prensky (2011): <i>Digital Natives, Digital Immigrants & other sections from Digital Divide</i>	Discussion points & prompts due (hard copy) at the start of class. In class: Flipped Friday sign-up. <i>Start thinking about your Davidson Domains url name.</i>
	Wednesday September 2	<i>Davidson Domains experts visit our class today! Bring your laptops – we will set up</i>		-Test posts & url syndication (Dr. M does this part) -Bio & pic assignment

		<i>your Domain today in class.</i>		–categorize the post under Authors.
	Friday September 4	Activities & Discussion	YouTube: Digital Disconnect: Robert McChesney on "How Capitalism is Turning the Internet Against Democracy" Potter (2012): <i>Media Literacy</i>	Discussion points & prompts due (hard copy) at the start of class.
3	Monday September 7	<u>PART 2: Mass Communication Formats</u> Print Media: Books, Newspapers, & Magazines	Pavlik & McIntosh, Ch. 3	Author bio & pic due on Domains by 6 p.m.!
	Wednesday September 9	Activities & Discussion	McLuhan (1964): <i>Understanding Media</i> Sections from Madigan (2007): <i>The Collapse of the Great American Newspaper</i>	Discussion points & prompts due (hard copy) at the start of class.
	Friday September 11	*Flipped Friday*		Reflection post due via Domains by 6 p.m.!
4	Monday September 14	Audio Media: Music Recordings, Radio	Pavlik & McIntosh, Ch. 4 Sections from Gomery (2008): <i>A History of Broadcasting in the U.S.</i>	
	Wednesday September 16	Activities & Discussion	Wikstrom (2013): <i>The Music Industry</i> Knopper (2010): <i>Appetite for Self-Destruction: The Spectacular Crash of the Record Industry</i>	Discussion points & prompts due (hard copy) at the start of class.
	Friday September 18	*Flipped Friday*		Reflection post due via Domains by 6 p.m.!
5	Monday September 21	Visual Media: Photography, Movies, & TV	Pavlik & McIntosh, Ch. 5 Sections from Gomery (2008): <i>A History of Broadcasting in the U.S.</i>	
	Wednesday September 23	Activities & Discussion	Sections from Murray & Oullette's (2009): <i>Reality TV: Remaking Television</i>	Discussion points & prompts due (hard copy) at the start of

			<i>Culture</i> Sections from Newcomb's (2007): <i>Television: The Critical View</i>	class.
	Friday September 25	*Flipped Friday*		Reflection post due via Domains by 6 p.m.!
6	Monday September 28	Interactive Media: The Internet, Video Games, & Augmented Reality	Pavlik & McIntosh, Ch. 6 Augmented & virtual reality in Ryan et al.'s (2014): <i>The Johns Hopkins Guide to Digital Media</i>	<i>Guest blog on class Domain by an app developer → comment with questions in Week 6.</i>
	Wednesday September 30	Activities & Discussion	Sections from Donovan's (2010): <i>Replay: The History of Video Games</i> Papagiannis (2014): <i>AR: A medium in transition</i>	Discussion points & prompts due (hard copy) at the start of class.
	Friday October 2	*Flipped Friday* Review #1 is released on Moodle!		Short paper #1 due by 4 p.m.! Reflection post due via Domains by 6 p.m.!
7	Monday October 5	<u>PART 3: Media Perspectives</u> The Impact of Social Media	Pavlik & McIntosh, Ch. 7 Sections from <i>Social Media: Usage and Impact</i>	Discussion points & prompts due (hard copy) at the start of class.
	Wednesday October 7	Librarian James Sponsel leads a workshop on Zotero in class!	Sections from Nahon & Hemsley's (2013): <i>Going Viral</i> (ebook available via Davidson Library website)	Viral media story analysis & impact due by 6 p.m. via Domains (categorize as a Creative Critique post).
	Friday October 9	No class meeting! <i>Use this time to study and take the review.</i>		Review #1 is due by midnight on Moodle!
8	Monday October 12	**FALL BREAK** <i>No classes!</i>		
	Wednesday October 14	Journalism: From Information to Participation	Pavlik & McIntosh, Ch. 8 Pavlik & Bridges (2013): <i>AR & Storytelling in Journalism</i>	Discussion points & prompts due (hard copy) at the start of class. <i>Guest blog on class Domain by a former newspaper journalist → comment with questions in Week 8.</i>

	Friday October 16	*Flipped Friday*		Reflection post due via Domains by 6 p.m.!
9	Monday October 19	Advertising & PR: The Power of Persuasion	Pavlik & McIntosh, Ch. 9	CAMPUS EVENT Aaron Swartz's Story: Internet Activism, Open Access, and Social Justice Free film screening 10/19 from 6:30-9 p.m. in Room 209 of E.H. Little Library
	Wednesday October 21	Activities & Discussion	Sections from Turow & McAllister's (2009): <i>The Advertising and Consumer Culture Reader</i>	Discussion points & prompts due (hard copy) at the start of class. CAMPUS EVENT Aaron Swartz's Story: Internet Activism, Open Access, and Social Justice Free film screening 10/22 from 5-7:30 p.m. in Room 900
	Friday October 23 <i>Fall Convocation</i>	*Flipped Friday*		Reflection & Creative Critique post due via Domains by 6 p.m.!
10	Monday October 26	<u>PART 4: Media & Society</u> -Media Ethics Communication Law & - Regulation in the Digital Age	Pavlik & McIntosh, Chs. 10 & 11	
	Wednesday October 28		Pember & Calvert's (2011): Telecommunications Regulation in <i>Mass Media Law</i> Skim – section from Vaidhyanathan's (2001): <i>Copyrights and Copywrongs</i>	Discussion points & prompts due (hard copy) at the start of class.
	Friday October 30	*Flipped Friday*		Reflection post due via Domains by 6 p.m.!
11	Monday November 2	Media Theory & Research: From Writing to Text Messaging	Pavlik & McIntosh, Ch. 12 Sections from Sparks (2014): <i>Media Effects Research</i>	<i>Guest blog on class Domain by a media effects scholar-activist → comment with questions in Week 11.</i>
	Wednesday November 4	Activities & Discussion	Sections from Bryant & Oliver (2009): <i>Media</i>	Discussion points & prompts due (hard

			<i>Effects: Advances in Theory and Research</i> Dixon & Williams (2014) article on media stereotypes	copy) at the start of class.
	Friday November 6	*Flipped Friday*		Reflection & Creative Critique post due via Domains by 6 p.m.!
12	Monday November 9	Mass Communication & Politics in the Digital Age	Pavlik & McIntosh, Ch. 13 Sections from McCombs' (2014): <i>Setting the Agenda</i>	
	Wednesday November 11	Activities & Discussion	Sections from Farnsworth & Lichter's (2007): <i>Nightly News Nightmare: TV's Coverage of U.S. Presidential Elections, 1988-2004</i> Meadows (2014) article on print media discourse of Obama's religion	Discussion points & prompts due (hard copy) at the start of class.
	Friday November 13	*Flipped Friday*		Reflection & Creative Critiques post due via Domains by 6 p.m.!
13	Monday November 16	Global Media in the Digital Age Review #2 is released on Moodle by Tues., Nov. 17!	Pavlik & McIntosh, Ch. 14 Section from Croteau & Hoynes (2003): <i>Media Society: Industries, Images, and Audiences</i> -Section from Crothers (2010): <i>Globalization & American Popular Culture</i>	Discussion points & prompts due (hard copy) at the start of class. <i>Guest blog on class Domain by a global media expert → comment with questions in Week 13.</i>
	Wednesday November 18	No class meeting! Dr. Martinez is at NCA but available to you via email.		Short paper #2 due by 4 p.m.!
	Friday November 20	Class meets in the Library Fishbowl for a research session with librarian Cara Evanson		Reflection & Creative Critique post due via Domains by 6 p.m.!
14	Monday November 23	*Class Closure Discussion* → Looking ahead to the future of media convergence culture <i>Discuss expectations for analysis presentations</i>		In class: Presentation day/order sign-up Review #2 is due by Tuesday, Nov. 24, midnight on Moodle!
	Wednesday	Thanksgiving Break!		

	November 25 – Friday November 27	<i>No classes</i>		
15	Monday November 30	Multimedia Presentations		
	Wednesday December 2	Multimedia Presentations		
	Friday December 4	Multimedia Presentations		
16	Monday December 7 <i>Optional class day</i>	Multimedia Presentations		
	Wednesday December 9 <i>Optional class day</i> <i>*December 10 = Reading Day</i>	Multimedia Presentations <i>Classes end today</i>		Post final multimedia work via Domains – categorize under Final Projects post. Add contextual commentary as you see fit.
	December 11-17 = Final Exams			Analysis Papers due Dec. 17 by 5 p.m. on Moodle!