

## Gender and the News

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**On Twitter:** professorbock (one word)

**Office Hours:** MWF 1-2pm

*...and by appointment*

**Class Meetings:** MWF 2-2:50, BMC 3.204

**Class on Facebook:** UTGender&Media

**Unique Numbers:**

J-342-D, 08085 (Undergraduate/Journalism)

WGS-324, 46855 (Undergraduate, WGS)

J-395, 08295 (Graduate/Journalism)

WGS-393, 08295 (Graduate, CWGS)

**Description:** This course explores the relationship between gender, journalism, and culture, both historically and currently. It examines the role of the news media in reinforcing and/or challenging prevailing stereotypes and attitudes about gender. The course will focus on producers of journalism and as subjects of media portrayals. We will place those topics in broader perspective by delving a bit into gender theory, popular culture, and political communication. Together we will contend with the ways gender matters in news today—a question that invites many kinds of answers.

**This is a “meets with” course:** If you are enrolled for graduate credit, there will be additional readings assigned based on your individual final project proposal. *See page 13* for graduate student requirements.

**My goals for this course are the following:**

- ◆ That we deepen our understanding of the role of gender in American history, mass media, and political culture.
- ◆ That we improve our ability to think and communicate about these issues.
- ◆ That we maintain lively and open lines of communication, allowing us to learn from one another as we exchange ideas about inevitably controversial questions.
- ◆ That this course will aid each of you in your intellectual and professional development.

**By the end of the semester you should be able to:**

- ◆ Describe the history of gender as it relates to American journalism
- ◆ Discuss the historic experiences of people in relation to media institutions such as journalism and how those experiences have varied according to gender and sexual preference
- ◆ Evaluate portrayals of women and gender-related topics in news and mass media, using concepts presented in this course (e.g. stereotypes; double binds; etc.)
- ◆ Express an educated perspective on current events and the role gender plays in public discourse

**Cultural Diversity in the United States:** This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

**Writing:** This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

### **Textbooks (available at the Coop)**

**Required** for UNDERGRADUATE students:

Halper, D. (2014). *Invisible Stars: A Social History of Women in Broadcasting* 2<sup>nd</sup> Ed. Armonk, NY: M.E. Sharpe Publishing.

Lawrence, R.G. & Rose, M. (2009). *Hillary Clinton's Race for the White House: Gender Politics and the Media on the Campaign Trail*. Boulder, CO: Lynne Rienner.

**Strongly recommended for everyone, all the time, in every class.**

Strunk, W. & White, E.B. (2005) *The Elements of Style*. New York: Penguin Press.

*Additional required reading materials will be posted on the Canvas site for this course. Additional readings for graduate students will be assigned according to your individual graduate program.*

**These online publications cover gender issues and are very helpful:**

Slate's "Double X" section	Out (at <a href="http://www.out.com">www.out.com</a> )	and of course...
Role Reboot	Ebony Magazine	<i>Austin American Statesman</i>
The Atlantic	The Advocate	<i>The New York Times</i>
Ms. Magazine	The Good Men Project	<i>The Washington Post</i>
Jezebel	<a href="http://www.bitchmagazine.org">www.bitchmagazine.org</a>	<i>The Wall Street Journal</i>

**Supplies:** A notebook dedicated to this class, a pack of 3X5 note cards.

In this class I will be using *Canvas* — a Web-based course management system with password-protected access at to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday-Thursday 8am-10pm, Friday 8am-6pm, and Sat-Sun 12pm-5pm.

## Classroom Policies

A university is a place to learn – not only the material of a particular course, but how to work in a professional environment. To that end, it is important for university students – that’s you -- to learn to be self-directed adult learners. I am your guide; I cannot simply place knowledge into your mind.

I am dedicated to your success – but it remains your success, not mine. If something in your life is interfering with your studies, if you are ill, if you are having trouble with the material or if you are somehow encountering anything else that is getting in the way of your learning, please let me know as early as possible so that I can help.

To make our time together as valuable as possible, we all have to work hard at it. The following basic principles may give us some guidelines:<sup>1</sup>

**Every student has the *right* to learn as well as the *responsibility* not to deprive others of their right to learn.**

**Every student is accountable for his or her actions.**

In order for you to get the most out of this class, please consider the following:

- a. Attend all scheduled classes and arrive on time. Late arrivals and early departures are very disruptive and violate the first basic principle listed above. Everyone is late once in a while, but if it’s habitual, it’s a problem and I expect you to make changes in your routine – unless --you are trying to get to Belo from a preceding class far across the 40 acres, in which case, please let me know in advance.
- b. Please do not schedule other engagements during this class time – this includes your travel itineraries and routing medical appointments. Think of college as a job you pay for. I will try to make class as interesting and informative as possible, but I can't learn the material for you.
- c. If you have trouble hearing the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop. If the distraction continues, please let me know. It is often impossible for me to hear such things from my position in the classroom.
- d. Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class. I cannot help you if I do not know what’s going on. Please do NOT wait until the problem grows into something unmanageable. We can almost always work things out.

**Cell phones & Computers:** I love my phone too, but there is great value in our face-to-face interaction. Turn off your cell phone, your iPod, your Blackberry and your laptop. The distractions of the computer outweigh the advantages. If a personal situation has emergency status, please leave the room to call and text. **If I observe you using your phone during class discussion or lecture, or using your laptop to surf the internet, you will be marked absent, because your brain will indeed be absent from class.**

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<sup>1</sup> Lasorsa, 1990, courtesy the Center for Teaching and Learning

**E-Mail policy:** E-mail is the best way to reach me. I check it at least every 24 hours. I will always try to answer e-mails quickly, *but not necessarily immediately*. At the very most a response might take 48 hours (weekends, etc. may slow me down.) During the work week, YOU are expected to check your e-mail every 24 hours.

**Classroom Conduct:** It is my wish that our classroom where each of us can feel comfortable and accepted. We may discuss controversial issues; it is our job to allow others to express their opinions and to truly listen to ideas with which we may disagree. It is essential that we work to help one another -- communication, by its nature, is not something we can pursue alone. In keeping with our effort to maintain a collegial environment, crude, vulgar or insulting language will not be tolerated.

**Attendance:** I do make note of your attendance for every class, and this is part of your grade. While I do not wish to know about day-to-day attendance issues, I DO require documented excused in the cases of exams or assignment deadlines. As in the professional world, it is better to make arrangements for an absence BEFORE a test or deadline – keep track of your obligations in a planner. Of course, emergencies do happen. Legitimate reasons for missing a test or deadline might include:

- ◆ Medical care (written documentation required – not an elective appointment!).
- ◆ Absence due to participation in an authorized University activity (written documentation required).
- ◆ Absence due to attendance at legal proceedings requiring your presence (advance notification and written documentation required).
- ◆ Absence due to the death or serious illness of an immediate family member (written documentation required).

An excused absence involves something that's *not under your control*. Appointments you make, such as a routine dental or medical appointment, are under your control and are \*NOT\* excused.

**Religious Holy Days:** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Deadlines:** Without *prior* arrangements, work can be submitted up to one week later for 50% credit. For example, if it's a 100-point assignment and you turn it in up to a week late, the most you can receive is 50-points. ***After a week, the work is not accepted and is graded as a zero.*** It is your responsibility to work on your assignments in a timely manner and to avoid last-minute problems. It is your responsibility to take care of your technology.

**Make-Up Work:** You must make arrangements with me in advance to make up work, and you must provide me with a documented, legitimate excuse to do so. If you are ill or facing an urgent situation, you must call me (just as you would a boss at work) to notify me: 512-471-0673. In the case of a missed exam or presentation, we can re-schedule once you provide me with a document that explains your legitimate excuse.

**Grade Discussions:** I do not discuss grades via e-mail. I post your grades to *Canvas* and expect you to monitor your grades and make sure my records match yours. A sheet for recording your grades is in this packet. If you want to discuss a grade, you may visit during office hours or make an appointment to do so face to face.

**My Phone:** I will check for messages on my office phone once a day.

**Food:** Please do not eat meals in class. A discreet energy bar, smoothie or drink is fine (I occasionally need one, too!) but anything more than that is distracting to everyone around you.

**IT responsibility:** Students in 2016 are expected to be acquainted with computer use essentials. This means **you** are responsible for making sure your laptop has proper anti-virus software; that **you** know where the printers are on campus; and that you know how to **back up** your work. This is also a good time to make sure you have a professional presence on line, that you know proper posting etiquette, and that you have a resume-worthy e-mail address. Finally, when posting work to *Canvas*, always double check to make sure your assignment is properly uploaded. Become acquainted with the software BEFORE you submit your first assignment so you are not rushed.

**Extra Credit:** One way to earn a couple extra credit points is by proposing opening music that pertains to our subject. There'll be a spot on Canvas where you can share the link and explain how it pertains to what we're covering in class. (You can propose songs twice during the semester.)

**Grading:** I do use plus-minus grading. Grades are distributed according to a point system. Students will be assessed according to their ability to demonstrate a mastery of the material (knowledge) and their ability to demonstrate thoughtful synthesis of the material (critical thinking skills). Assessment items for the undergraduate course are distributed as follows:

- ◆ Participation, 20%
- ◆ Written Assignments, 60%
- ◆ Quizzes & Exams 20%

Graduate students: you'll find your assessment items and their distribution on page 13.

The percentages for the grade scale, and the points necessary for the various grades in this 400-point course, are listed in the table at the right.

**Take note: students must earn a 61% to pass.**

<b>A</b>	92% & above	460 or higher
<b>A-</b>	90-91 %	450-459
<b>B+</b>	88-89 %	440-449
<b>B</b>	82-87 %	410-439
<b>B-</b>	80-81 %	400-409
<b>C+</b>	78-79 %	390-399
<b>C</b>	72-77 %	360-389
<b>C-</b>	70-71%	350-359
<b>D+</b>	68-69%	340-349
<b>D</b>	62-67%	310-339
<b>D-</b>	61%	305-309
<b>F</b>	60% & below	304 or less

You can use the assignment list included with this packet to keep track of your grades.

*What you achieve, unlike what you acquire, can never be lost or stolen.*

## UNIVERSITY OF TEXAS POLICIES AND INFORMATION

**University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Scholastic Dishonesty:** The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

As a reminder: here is the University Honor Code: <http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct>

**Special note on plagiarism:** It bears repeating: using material that is not yours without proper attribution is *plagiarism*. For clarification, the library has a module:  
<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

### **Course Evaluation:**

During this course I will be asking you to give me feedback on your learning in informal as well as formal ways, including through anonymous surveys about how my teaching strategies are helping or hindering your learning. I encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

At the end of the semester, there will be a formal survey as well. These course instructor surveys are required by school policy and reviewed by senior faculty administrators as an important component in annual faculty evaluations. I will use the paper option. These surveys are strictly confidential, and I have no access to the results until I get a summary after the semester is completed. I encourage you to take time to write your open-ended feedback in the space provided. These comments are often the most informative.

**Use of E-mail for Official Correspondence to Students:**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. (I recommend daily during the work-week). A complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/help/utmail/1564>.

**Q drop Policy:**

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: "Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

**Documented Disability Statement:**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

**Student Veteran Services:**

If you're a vet – thank you for your service! Here are some UT resources:

Office of the Dean of Students: <http://utstudentveteranservices.org>

Academic Support Resources: <http://deanofstudents.utexas.edu/veterans/academicsupport.php>

**Emergency Evacuation Policy:**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [utexas.edu/emergency](http://utexas.edu/emergency).

**Resources for Learning & Life at UT Austin:** The University of Texas has numerous resources for students to provide assistance and support for your learning. You are particularly encouraged to use the Learning Skills Center on campus for help on writing assignments. Also, the PCL reference librarians can assist you with online news retrieval and other information finding tasks.

The UT Learning Center: <http://www.utexas.edu/student/utlc/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Oral presentation: <http://www.utexas.edu/ugs/sig/propose/requirements/communication>

Writing: <http://www.utexas.edu/ugs/sig/faculty/writing>

<http://www46.homepage.villanova.edu/john.immerwahr/UTAustin.htm>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Career Exploration Center: <http://www.utexas.edu/student/careercenter/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Safety issues: <http://www.utexas.edu/safety/terms/>



**Tentative Schedule**

<b>Date:</b>		<b>Material</b>	<b>Readings:</b>	<b>Assignments Due:</b>
W	Aug. 24	Introduction		Contract/Code of Conduct
F	Aug 26	Stereotypes	Lippman PDF	
M	Aug. 29	Gender v. Sex	Lorber PDF	Plagiarism Quiz
W	Aug 31	The Language Connection	Steinem PDF	
F	Sept. 2	Introduction to Argument		Reflection 1
M	Sept. 5	☺ Labor Day Off ☺		
W	Sept. 7	Colonial Era	Adams PDF	
F	Sept. 9	Cult of True Womanhood	Welter PDF	
M	Sept. 12	First Wave	Seneca Falls PDF Declaration of Rights PDF	
W	Sept. 14	Argument Analysis		
F	Sept. 16	Emma Graves Fitzsimmons	Special Event: BMC 5.208	<i>Visit One</i>
M	Sept. 19	19 <sup>th</sup> Century & Suffrage	Lytton PDF & Harp PDF	
W	Sept. 21	Progressive Era Women		
F	Sept. 23	<i>Quiz: Basics &amp; History</i>		Reflection 2
M	Sept. 26	Framing	Economist PDF	
W	Sept. 28	Broadcasting Women	Invisible Stars 1, 2	
F	Sept. 30	Broadcasting Women	Invisible Stars 3, 4	Story One
M	Oct. 3	Second Wave	Tuchman PDF	
W	Oct. 5	20 <sup>th</sup> Century	Invisible Stars 5	
F	Oct. 7	Women in PHJ		
M	Oct. 10	Sports	DeFord PDF	Reflection 3
W	Oct. 12	Sports		
F	Oct. 14	<i>Quiz 2 20<sup>th</sup> Century</i>		<i>Story One Revisions</i>

Date		Material	Readings:	Assignments
M	Oct. 17	GLBT Rights History	GLAAD PDF	
W	Oct. 19	AIDS Coverage		
F	Oct. 21	Hair & Toilets		
M	Oct. 24	Rape Culture	Overholser PDF	Story Two
W	Oct. 26	Porn Business	Jensen PDF	
F	Oct. 28	<i>Quiz 3: Controversies</i>		<i>Visit 2</i>
M	Oct. 31	Women Candidates	Lawrence & Rose 1-3	Reflection 4
W	Nov. 2	Double Binds	KHJ CH 1 & CH 4 PDFs	
F	Nov. 4	News Flip		Bring laptops
M	Nov. 7	Non-Sexist Writing	Personholes & "Name It" PDFs	<i>Story Two Revisions</i>
W	<b>Nov. 9</b>	<b>Election Analysis</b>	<b>Coverage</b>	<b>Presentations</b>
F	Nov. 11	Pop Culture	Berger PDF	
M	Nov. 14	TV & Movies (Symbolic Annihilation)	Mulvey PDF & Bechdel LINK	
W	Nov. 16	<i>Miss Representation</i>		
F	Nov. 18	<i>Miss Representation</i>		Election Analysis
M	Nov. 21	Quiz 4: Pop Culture		
W	Nov. 23	Happy Thanksgiving!		
F	Nov. 25			
M	Nov. 28	Masculinity Studies	Trujillo PDF	
W	Nov. 30	Masculinity Studies		
F	Dec. 2	Quiz 5: Pop Culture		Reflection 5
M	Dec. 5	So What?		Take Home Exam

**Assessment Opportunities**

**1. Present & Prepared (40 +40):** I do take attendance but only require a note for missed quizzes or assessment events. Students receive one point per day for showing up; a second point for their daily “peep” – a reading question or participation contribution.

**3. Election analysis & presentation (25 points + 10 points):** On the day after the election you and your team will make a short presentation on how your media outlet covered the election – count on applying concepts such as the Cult of True Womanhood, Double Binds & Stereotypes to your analysis.

**4. Office visits (2 @ 5 points):** These are all or nothing grades. The first visit helps me learn your name. The second gives us a chance to discuss your progress and goals.

**5. Reflections: (5 @ 20 points):** Think of these short, 500 to 800 word essays as opportunities to show off what you are learning. Use AP style. The best response essays will demonstrate that you are keeping up with the assigned reading, that you are keeping up on current events, and that you understand the concepts we’ve covered in class.

**6. Quizzes (5 at 10 points):** We will have five 10-point quizzes. Pay attention to the dates – some of these may be online.

**7. Written Assignments (3 @ 50 points):** Our three writing assignments will cover a variety of styles. Two of the assignments will be subject to peer review and a final revision. *The topics of Story one and two may be flipped*

Story One: Journalistic writing: you will interview a person and write about the interview in historical context. Use AP style. Best draft on deadline is 40 points, revision is worth 10.

Story Two: Journalistic writing: you will cover a UT women’s sporting event. Use AP style. Best draft on deadline is 40 points, revision is worth 10.

Analytical Essay: This critical thinking assignment is a take-home final exam and will answer a “big picture” question from class. Use AP style.

**General guidelines for written Assignments:**

Journalistic assignments should use AP style and conform to standards of fairness and balance.

Essays and academic research assignments should present a coherent argument, with a thesis statement (proposition) supported with evidence (facts) connected logically. You will be graded for spelling, grammar and syntax. Your response should reflect your understanding of the assigned readings and incorporate relevant concepts.

Written assignments are expected by the time lecture starts on their due date.

**J-342-F/WGS-345 Grade Guide: Undergraduates**

Item	Description	Deadline*	Points Possible	Points Earned
Daily Participation	Attendance	12/5/2016 3pm	40	
	Preparedness	12/5/2016 3pm	40	
	Election Presentation	11/9/2016 3pm	10	
	Office Conference 1	9/16/16 2pm	5	
	Office Conference 2	10/28/2016 2pm	5	100
Short Commentary (5)	Reflection 1	9/2/2016 2pm	25	
	Reflection 2	9/23/2016 2pm	25	
	Reflection 3	10/10/2016 2pm	25	
	Reflection 4	10/31/2016 2pm	25	
	Reflection 5	12/2/2016 2pm	25	125
Quizzes (5)	Quiz 1	9/23/2016 3pm	20	
	Quiz 2	10/14/2015 3pm	20	
	Quiz 3	10/28/2016 3pm	20	
	Quiz 4	11/21/2016 3pm	20	
	Quiz 5	12/2/2016 3pm	20	100
Written Assignments	Interview	9/30 or 10/24 2pm	40	
	Interview Revision	10/14 or 11/7 2pm	10	
	Election Report	11/18/2016 2pm	25	
	Sports Story	9/30 or 10/24 2pm	40	
	Sports Revision	10/14 or 11/7 2pm	10	
	Take-Home Final	12/12/2016 5pm	50	175
	<b>Total Points</b>			500

**Basic Writing Rubric:**

A: EXCEEDS requirements; no grammatical errors, presents a clear and organized argument or narrative, and makes use of concepts and vocabulary from the class lectures and readings.

B: MEETS the basic requirements well enough for public consumption; might have a mechanical error or two, but presents a clear and organized argument or narrative makes use of concepts and vocabulary from the class lectures and readings.

C: MEETS the requirements, answers the question but is occasionally unclear, disorganized, or uses poor syntax and grammar.

D: The assignment has multiple grammatical or syntax errors, is unclear, disorganized, and does not use appropriate examples from the lectures and readings.

F: The assignment does not meet the requirements or misses the deadline.

*Remember that late work is assessed a 50% penalty up to a week after a deadline. After a week, the grade is zero.*

\* Please refer to Canvas for the most up-to-date schedule.

## Graduate Student Assignments for Gender & the News

Students enrolled in J-395 or WGS 393 have a different set of assessments that focus on a final project customized to their individual graduate program. PhD and Theory Masters Students will produce a significant research paper. Professional Masters Students will produce a long-form journalism project.

You should keep up with all assigned readings in the undergraduate calendar, but you will not be required to complete the quizzes or undergraduate writing assignments. Your plan is as follows:

Assignment	Due Date	% of Final Grade	Points Possible	Points Earned
Project Proposal	9/9	5	50	
Revised Proposal & Sourcing Plan	9/23	10	100	
Background Report/Lit Review	10/14	10	100	
Graded Draft	11/28	20	200	
Final Paper or Project	12/12	40	400	
Presentation	12/2	10	100	
Office Visits	9/16 & 10/28	5	50	

**Office Conferences:** You must meet with me during office hours or by appointment early in the semester to discuss ideas for your project. You must meet with me after the midterm for a progress meeting. For full credit, come prepared to discuss details of your project plan.

**Presentation:** This assignment will be customized to your graduate school goals. This might be a lecture, a research presentation, or use another format appropriate to your graduate program. If you are a PhD student this should take the shape of a typical 12-minute conference paper format.

**Research Proposal:** Define the topic, research question(s) or hypotheses. Concisely discuss what motivates that question & key literature/theoretical foundations. In other words, why does your subject *matter*? Briefly preview the method/tactics. Include a time line.

**Revised Proposal:** Based on feedback from the professor, revise and re-submit the proposal along with an annotated bibliography and/or list of sources.

**Background Report/Literature Review:** Whether this is a research project or a journalistic one, conduct preliminary research and write a detailed summary of what's already been written about your topic.

**Graded Draft:** This is not a rough draft. This is a preliminary submission of your project that should reflect the bulk of your research and reportage. It should be proofread.

**Final Project: To be submitted online.** If it is a journalistic project, your goal should be a piece that is worthy of professional submission. If this is a research project, your goal should be a conference or journal submission. It should reflect the feedback you receive on the graded draft.

**Participation & Presentation:** As graduate students, you will be expected to contribute discussion questions to class. Your presence will also be noted daily. Professional events are considered excused absences.