

## Gender and the News Dr. Mary Angela Bock

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**Office Hours:** TTh 9:30-10:30

Weds, 2-3 *and by appointment*

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

**Website:** [www.maryangelabock.com](http://www.maryangelabock.com)

**Class Meetings:** T & Th 11-12:30 CMA 6.174

**Class on Facebook:** UTGender&Media

**Unique Numbers:**

J-342-D, 08195 (Undergraduate/Journalism)

WGS-324, 46905 (Undergraduate, WGS)

J-395-46, 08410 (Graduate/Journalism)

WGS-393, 47215 (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 14* 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, journalism, 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 the way gender is represented 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.

### **Readings:**

Most readings will be provided as PDF files online. There is no textbook for this class but you are required to read the Austin American Statesman daily and subscribe to a national newspaper of your choice: *The New York Times*, (a dollar a week); *The Washington Post* (free to students); *USA Today* (\$25 for three months) or *The Wall Street Journal* (\$15 for the semester). You will be required to provide a screen grab proving your access during the first week of our course.

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

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

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

Slate's "Double X" section  
Role Reboot  
The Atlantic  
Ms. Magazine  
Jezebel  
Out (at [www.out.com](http://www.out.com))

Ebony Magazine  
The Advocate  
The Good Men Project  
Time.com  
[www.bitchmagazine.org](http://www.bitchmagazine.org)  
and of course....

*Austin American Statesman*  
*The New York Times*  
*The Washington Post*  
*The Wall Street Journal*

### **Supplies:**

- a notebook for notetaking in class -- whatever your style
- a marble course notebook for your reading notebook – see assignment page
- 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.

**NO SCREEN POLICY:** I love my phone too, but there is great value in our face-to-face interaction. Turn off your cell phone, your iPod 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. Just e-mail or call me – as you would an employer.

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:** UT e-mail is subject to public records requests, and therefore 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 2017 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, 31%
- Quizzes, 31%
- Written Assignments 38%

Graduate students: you'll find your assessment items and their distribution on page 14.

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.**

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

<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

*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).

**Moody College Writing Support Program:** The Moody College Writing Support Program, located in BMC 3.322, offers one-on-one assistance without charge to students seeking to improve their professional writing in all fields of communication. We have specialists in Journalism, RTF, CSD, CMS, and PR and Advertising. In addition, we offer workshops to strengthen core writing skills in each field and to inspire students to strive for excellence. Students may book half-hour appointments on our website or drop in for assistance during all stages of the writing process.

**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\***

Date:		Material:	Readings:	Due at Classtime:
T	Jan 17	Syllabus	Syllabus, Code of Conduct	Contract, Code of Conduct
Th	Jan 19	Stereotypes & Performance	Lippman PDF & Lorber PDF	Ungraded plagiarism quiz
T	Jan 24	Cult, Double Binds	Jamieson Ch 1& CH 6 AND Welter PDF	News Subscription
Th	Jan 26	Symbolic Annihilation	Tuchman PDF	
T	Jan 31	<i>Codes of Gender</i>	Berger PDF	
Th	Feb 2		Steinem PDF	
T	Feb 7	Colonial Era	Adams PDF, Goddard PDF	Quiz 1 & Notebook Check (GS: Project Proposal)
Th	Feb 9	Abolition & Suffrage	Seneca Falls PDF & Declaration of Rights PDF	
T	Feb 14	Muckrakers & Ida Wells Barnett	Wells 1 & 2 PDF	
Th	Feb 16	Sob Sisters & <i>Nellie Bly Movie</i>	Smithsonian PDF Lytton PDF	Visit One
T	Feb 21	20 <sup>th</sup> Century	Harp PDF Chicago Defender PDF	
Th	Feb 23	Second Wave	Good Girls Revolt PDF Colvin PDF	
T	Feb 28	<i>Miss Representation</i>	Bechdel Test Link	Quiz 2 & Notebook Check
Th	Mar 2	<i>Miss Representation</i>	Mulvey PDF	
T	Mar 7	News Flip	Bring Laptop to Class	Interview Feature (Undergrads only)
Th	Mar 9	Non-Sexist Writing	"Personholes," Economist on Language & Name It PDFs	(GS: Project Background)
T	Mar 14	 <i>Spring Break</i> 		
Th	Mar 16			

## Tentative Schedule Q2

Date:		Material:	Readings:	Due at Classtime:
T	Mar 21	Women in Photojournalism	Rosenblum PDF	
Th	Mar 23	Women in Broadcasting	Meltzer PDF Invisible Stars CH1 PDF	
T	Mar 28	<i>Tough Guise</i>		Quiz 3 & Notebook Check
Th	Mar 30	Masculinity	Trujillo	Visit Two
T	April 4	GLBT Issues, AIDS Coverage	GLAAD PDF	
Th	April 6	Trans Issues	Neimann Reports PDF Call Me Caitlyn PDF	
T	April 11	Catch Up Day		Quiz 4 & Notebook Check
Th	April 13	<b><i>News Analysis Presentations</i></b>		
T	April 18	Rape Culture	Rolling Stone PDFs	News Analysis <i>(Undergrads only)</i>
Th	April 20	Porn	Jensen PDF	
T	April 20	Sports	DeFord PDF	
Th	April 25	Politics	Lawrence & Rose PDF	
T	April 27	Hair, Toilets, Chore Wars , Gamergate	Game Industry & Fatherhood PDFs	<i>(GS: Best Draft)</i>
Th	May 4	Grad Student Presentations		Quiz 5 & Notebook Check <i>(GS: Presentations)</i>
Th	May 11	<b>Take Home Final (Undergrads) Final Project (Graduate Students)</b>		<i>Due 11am, May 11</i>

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

### Demonstrating What You're Learning

**1. Present & Prepared (30 +30):** 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.

**2. 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.

**3. Newspaper Subscription (5 points):** There is no textbook for this class but you are required to read the Austin American Statesman daily and subscribe to a national newspaper of your choice: *The New York Times*, (a dollar a week); *The Washington Post* (free to students); *USA Today* (\$25 for three months) or *The Wall Street Journal* (\$15 for the semester). You will be required to provide a screen grab proving your access during the first week of our course. Upload a screen grab of your subscription by 11am, Jan 24<sup>th</sup>.

**4. College Show & Tell (25 points):** We'll sign up at the beginning of the semester. You will present a current news item and lead classroom discussion. Lively debate is encouraged – seek topics *without* “easy” answers. See Canvas for more details.

**5. Reading Notebook (25 points):** Use the marble notebook to keep track of your reading. For every class session, BRIEFLY answer the following five questions:

1. What were the main points of the reading?
2. What did you learn from the reading that you didn't know?
3. What is your assessment of argument, substance or style of the text?
4. What questions do you have about the reading?
5. What else would you like to know about the topic?

These notebooks will be graded on quiz days based on substance, insight, and completeness. Do NOT write anything private in these notebooks: we will share them in class to foster discussion. BRING THESE NOTEBOOKS TO CLASS EVERY DAY. See Canvas for more details.

**6. Quizzes (5 at 25 points):** We will have five 25-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. The first will be a journalism feature that uses one person's story to exemplify a historic trend, the second will represent research *about* journalism and the third is a traditional academic essay. See Canvas for more details.

Interview (800 words): This is a newswriting assignment. Interview a person and write about the interview in historical context. Use the person's story to help your reader understand the history. Use Associated Press style. Upload to Canvas by March 7<sup>th</sup>, 11am.

News Analysis (1000 words): This is research ABOUT journalism. We'll talk in class about how to collect a sample or set of news items for analysis and some of the approaches you might take for this analysis. Use academic style with citations and incorporate an argument. Upload to Canvas by April 18<sup>th</sup>, 11am.

Take Home Final (1000 words): This critical thinking assignment will answer a “big picture” question from class. Use academic style with citations and incorporate an argument. Upload to Canvas by 11am May 11<sup>th</sup>.

### General Grading Guidelines for Written Assignments

Item:	Relevance	Mechanics	Argument	Application
<b>Description:</b>	Does the piece answer the question or prompt?	Grammar, Spelling, Syntax & Style requirements	Is the evidence of high quality and logically connected?	Does the piece incorporate theory, concepts and material?
A: Extraordinary	Answers all parts of the prompt clearly and directly	Only one or two minor errors; uses proper citing or attribution style	Clear thesis statement, High quality evidence, verifiable facts logically connected	Relevant concepts, theories, authors and material from class are incorporated <i>wherever appropriate.</i>
B: Very Good	Answers most of the question clearly and directly	A few minor errors, uses proper citing or attribution style	Thesis can be discerned, Some of the evidence is good; parts of the argument might be weak	Relevant concepts, theories, authors and material from class are incorporated <i>some of the time.</i>
C: Meets Expectations	Answers the question indirectly or incompletely	More than five errors in language usage, neglects citing or attribution style	Thesis is not clear but attempted; Some of the evidence is good, the argument is unclear or missing elements	Relevant concepts, theories, authors and material from class are incorporated <i>infrequently.</i>
D: Below Expectations	Neglects the assigned topic or question	Language errors interfere with clarity inconsistent citing or attribution style	Thesis not articulated; Evidence is from poor/non-verifiable sources, argument lacks logic or is incomplete	Relevant concepts, theories, authors and material from class are incorporated <i>incorrectly.</i>
F: Work is missing in part or full	Does not address the prompt or question	Significant errors, missing citations or attributions	Evidence is not provided; argument not articulated	Relevant concepts, theories, authors and material are missing from class <i>are missing.</i>

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

<b>Item</b>	<b>Description</b>	<b>Deadline*</b>	<b>Points Possible</b>	<b>Points Earned</b>
Participation	Attendance	March 9, 12:30pm	30	
	Preparedness	May 4 <sup>th</sup> , 12:30pm	30	
	Newspaper Subscription	Jan. 24, 11am	5	
	Office Conference 1	Feb. 16, 11am	5	
	Office Conference 2	Mar 30, 11am	5	
	College Show & Tell	<i>(varies)</i>	25	
	Reading Notebook	May 4' 11am	25	
Quizzes (4)	Quiz 1	Feb. 7, 12:30pm	25	
	Quiz 2	Feb. 28, 12:30pm	25	
	Quiz 3	March 28, 12:30pm	25	
	Quiz 4	April 11, 12:30pm	25	
	Quiz 5	May 4, 12:30pm	25	
Written Assignments	Interview	March 7, 11am	50	
	News Analysis Presentation & Report	April 13 & April 18	50	
	Take-Home Final	May 11, 11am	50	
	<b>Total Points</b>		400	

## 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 project. Your plan is as follows:

Item	Description	Deadline*	Points Possible	Points Earned
Participation	Present & Prepared Q1	March 9, 12:30pm	30	
	Present & Prepared Q2	May 4 <sup>th</sup> , 12:30pm	30	
	Newspaper Subscription	Jan. 24, 11am	5	
	Office Conference 1	Feb. 16, 11am	5	
	Office Conference 2	Mar 30, 11am	5	
Quizzes (4)	Quiz 1	Feb. 7, 12:30pm	25	
	Quiz 2	Feb. 28, 12:30pm	25	
	Quiz 3	March 28, 12:30pm	25	
	Quiz 4	April 11, 12:30pm	25	
	Quiz 5	May 4, 12:30pm	25	
Semester Project	Proposal	Feb. 7, 11am	25	
	Background	March 9, 11am	25	
	Best Draft for Feedback	April 27, 11am	25	
	Presentation	May 4, 12:30pm	25	
	Final Report/Manuscript	May 11, 11am	100	
	<b>Total Points</b>		400	

Participation, Online Discussion and Quiz Assessments are described on the preceding page. You do not have to keep a reading notebook or turn in the undergrad writing assignments. Your customized assessments are as follows:

**Research Proposal (25 points):** 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. Upload this to Canvas.

**Background Report/Literature Review (25 points):** 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. Upload this to Canvas.

**Best Draft (25 points):** Provide a best draft of your final project for feedback before the final due date. Please note: you are expected to edit your final project according to the feedback. Upload this to Canvas.

**Presentation (25 points):** 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. Upload your slides & notes to Canvas.

**Final Project (100 pts):** 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. Upload this to Canvas.