

Gender and the News

Dr. Mary Bock**Office:** BMC 3.384**Phone:** 512.471.0673**E-mail:** mary.bock@austin.utexas.edu**Office Hours:**

Mondays & Wednesdays, noon -1pm

Fridays 2-3 *and by appointment***Blog:** bockmedia.net**On Twitter:** professorbock (one word)**Class Meetings:**

MWF 10-11, BMC 4.150

Class on Facebook: UTGender&Media**Class Twitter Hashtag:** #J342F**Unique Numbers:**

J-342-F, 08215 (Undergraduate/Journalism)

WGS-345, 48080 (Undergraduate, WGS)

J-395, 08455 (Graduate/Journalism)

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 women both as producers of journalism and as subjects of media portrayals. We will place those topics in broader perspective by delving a bit into feminist theory, popular culture, and political communication. Ultimately, we aim to grapple with how 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 (see page 12). Additional readings will be assigned based on your individual final project proposal.

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
- ◆ Explain to what degree and why women’s relationship to news, and mass media more generally, is different from men’s, and assess how that difference matters.
- ◆ 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.)
- ◆ Evaluate what changes, if any, are needed to improve women’s representation and participation in news (for example, by increasing newsroom diversity), and how such changes might be accomplished.

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:

Beasley, M.H. & Gibbons, S.J. (2002). *Taking Their Place: A Documentary History of Women and Journalism*, 2d ed. State College, PA: Strata.

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 Reinner.

Required for GRADUATE students:

The two books above, plus:

Ross, K. (2010). *Gendered Media: Men, Women and Identity Politics*. Lanham, MD: Rowman & Littlefield.

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 www.out.com)	www.bitchmagazine.org
Role Reboot	Ebony Magazine	and of course....
The Atlantic	The Advocate	<i>The New York Times</i>
Ms. Magazine	The Good Men Project	<i>The Washington Post</i>
Jezebel	(online)	<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:¹

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. A pattern of disruption will harm your participation grade.
- b. Please do not schedule other engagements during this class time. You probably wouldn't appreciate it if I did! 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.

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.**

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.

¹ Lasorsa, 1990, courtesy the Center for Teaching and Learning

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 not take roll-call, but I do make note of your attendance for every class, and this is folded into your participation 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** legitimate.

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, I will give you 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 computer, your flash drive, and know where the printers are on campus. I do NOT accept multi-page, printed assignments that are not stapled. If you bought a coffee on the way in to class today, you can afford a stapler.

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 emergency, you must call me (just as you would a boss at work) to notify me. 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. 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: You may 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.

Course Format: Classes will consist of lectures, presentations, audio-visual presentations, group work and discussion sessions.

IT responsibility: Students in 2014 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.

Participation is graded every day, with points awarded for presence & preparedness.

Extra Credit: One way to earn two points of extra credit is by proposing opening music that pertains to our subject. Send me the LINK and explain how it pertains to what we're covering in class. (You can propose songs twice during the semester. Other options for extra credit may be offered during the semester.

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, 55%
- ◆ Quizzes & Exams 12.5%

Graduate students: you'll find your assessment items and their distribution on page 12.

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.

Failure to complete ALL assignments risks an F no matter what the percentage earned.

Grade Scale, 400 Point Course

A	92% & above	368-400
A-	90-91 %	360-367
B+	88-89 %	352-359
B	82-87 %	328-351
B-	80-81 %	320-327
C+	78-79 %	312-319
C	72-77 %	288-311
C-	70-71%	280-287
D+	68-69%	272-279
D	62-67%	248-271
D-	61%	244-247
F	60% & below	243 and below

You can use the assignment list on page 11 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

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. It's very important for me to know your reaction to what we're doing in class, so 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>.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Documented Disability Statement: 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.).

Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

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."

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 policies regarding evacuation:

Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class.

In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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:		Assignments	
					J342F/ WGS345	J-395
M	Jan. 13	Introduction, Contract				
W	Jan. 15	Social Construction	Lorber PDF			
F	Jan. 17	Stereotypes	Lippman PDF	+J-395: Ross 1		
M		<i>(MLK Holiday)</i>				
W	Jan. 22	What does it mean to be.... ?	Steinem PDF	+J-395: Ross 2		
F	Jan. 24	Culture, Power, Language				Visit 1
M	Jan. 27	PT 2: Historical Context	Adams PDF		Response 1	
W	Jan. 29	19 th C	TTP 1,2,3,5			
F	Jan. 31	Cult of True Womanhood	TTP 6-10			Proposal
M	Feb. 3	African American Pioneers				
W	Feb. 5				Quiz 1	
F	Feb. 7	<i>(Seneca Falls)</i>	SF Resolution PDF		Visit 1	
M	Feb. 10	Suffrage Movement	Eyewitness PDF			
W	Feb. 12					
F	Feb. 14	Stunt Girls, Melodrama	TTP 13, 14, 16		Response 2	Bibliography
M	Feb. 17	"Women's Pages"	TTP 17, 18, 19, Harp PDF			
W	Feb. 19	Women's Magazines	TBA			
F	Feb. 21	Second & Third Wave	Tuchman PDF	+J395: Ross 4	Quiz 2	
M	Feb. 24				Interview	
W	Feb. 26	Women in Photojournalism	TTP 12, 20, 22, 24			
F	Feb. 28	Women in Broadcasting	YCLB 12, Meltzer PDF			
M	Mar. 3	PT 3: The Double Bind	Jamieson PDF		Interview Revisions	
W	Mar. 5	Women in Politics	Lawrence 1-3		Quiz 3	Lit Review
F	Mar. 7	Race & Gender	TBA			

Tentative Schedule (continued)

<i>Spring Break!</i>						
Date:	Material	Readings:	Assignments			
			J342F/WGS345	J-395		
M	Mar. 17	Gay Rights Movement	TBA			
W	Mar. 19	Coverage of Aids	GLAAD PDF			
F	Mar. 21	Framing	TTP 24 and TBA		Response 3	
M	Mar. 24	Gender & Sports	TBA			
W	Mar. 26	Christine Plonsky	DeFord PDF			
F	Mar. 28	Non-Sexist Writing	Personholes & "Name It" PDFs		Visit 2	
M	Mar. 31	PT 4: Pop Culture	Berger PDF		News Analysis	
W	Apr. 2	Body Image	YCLB intro, 1, 2			
F	Apr. 4	<i>Miss Representation</i>		+J395: Ross 5 & 6	Response 4	
M	Apr. 7	<i>Miss Representation</i>			Analysis Revisions	
W	Apr. 9	Television Portrayals			Quiz 4	
F	Apr. 11	The Movies	Mulvey PDF, Bechtel PDF		Visit 2 Due	
M	Apr. 14	Rape Coverage	Overholser PDF			
W	Apr. 16	<i>Porn Business</i>	Jensen PDF	+J395: Ross 3		
F	Apr. 18	<i>Prof. Robert Jensen</i>	Dworkin PDF		Response 5	Graded Draft
M	Apr. 21	Masculinity Studies	Trujillo PDF			
W	Apr. 23	<i>Pop Culture Presentations</i>			Presentations	
F	Apr. 25	<i>Pop Culture Presentations</i>			Presentations	
M	Apr. 28	Children, Consumerism				
W	Apr. 30	Wrap Up: Theory Review	NYT/Feminine Mystique		Quiz 5	(presentation)
F	May 3	Review; explain Take Home Final				Project Deadline: TBA

Assessment Opportunities

- 1. Daily Participation (80 points):** We will use the “peep” system – you earn your first point by showing up, the second for coming prepared by being able to correctly answer a question from the readings. *Remember: if you're observed texting or surfing, you'll be marked absent.*
- 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. Response Essays (5 @ 20 points):** Think of these short, 500-word essays as opportunities to show off what you are learning. 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. See below for the general writing standards.
- 4. Quizzes (5 at 20 points):** We will have five 20-point quizzes. Pay attention to the dates.
- 5. Pop Culture presentation (30 points):** during the second quarter you will write about, then give a short presentation on a pop culture artifact relevant to gender in the media.
- 6. 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.

Assignment #1: Journalistic writing: you will interview a person and write about the interview in historical context.

Assignment #2: Analytical assignment: you will analyze a group of news stories according to the way an issue is framed with regard to gender.

Assignment #3: Critical thinking assignment: this essay will represent a take-home final exam and will answer a “big picture” question from class.

General Rubric 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. Assignments are expected by the time lecture starts on their due date.

Letter Grade Guidelines:

A: 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: 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: the post answers the question but is occasionally unclear, disorganized, or uses poor syntax and grammar.

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

F: the post 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.

J-342-F/WGS-345 Grade Guide

Item	Description	Points Possible	Points Earned
Daily Participation	Daily Peeps	80	
	Pop Culture Presentation	10	
	Office Conference 1	5	
	Office Conference 2	5	
Response Essays	Response 1	20	
	Response 2	20	
	Response 3	20	
	Response 4	20	
	Pop Culture Response 5	20	
Quizzes (5)	Quiz 1	10	
	Quiz 2	10	
	Quiz 3	10	
	Quiz 4	10	
	Quiz 5	10	
Written Assignments	Interview	40	
	Interview Revision	10	
	News Analysis	40	
	News Analysis Revision	10	
	Take-Home Final	50	
	Total Points	400	

Graduate Student Assignments for Gender & the News

Students enrolled in J-395 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.

Assignment	% of Final Grade
Project Proposal	5
Revised Proposal, Bibliography	10
Literature Review, Research Questions	10
Presentation	10
Graded Draft	20
Final Paper or Project	40
Office Visits, Participation	5

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. Come prepared for full credit.

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.

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 planned research *matter* and 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.

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. You will also be required, at some point during the semester, to give a presentation based on your research interest or your project.