



CRN: 19534 Section: 700 & CRN: 19758 Section: 701

*This is a Kent State University Trumbull campus course.
This course is hybrid online and on-land.*

Spring 2024 Course Syllabus

Dr. Carol L. Robinson

Email: clrobins@kent.edu

Website: cyberspacerobinson.org

Office: 205-J

Office Hours:

Tuesdays—12:30-1:30

or email me to set up a time to meet.

Alternatively: sign up for a [conference appointment](#) to meet with me via [KSU Google Chat](#).

First Day of Classes: January 16, 2024

Last Day to Add a Full Term Class or Change

Sections: January 22, 2024

Last Day to Drop: January 29, 2024

Midterm Grades Available: March 4, 2024

Spring Break (No Classes): March 25–31, 2024

Last Day to Withdraw (“W” grade): April 1, 2024

SEE The Solar Eclipse: April 8, 2024

Remembrance Day: May 4, 2024

Last Day of Classes: May 5, 2024

Final Exam Week: May 6-12, 2024

Course Description

Prerequisite: None.

This course fosters critical understanding of mass media in their historical, ideological, economic and cultural contexts—examining what forces influence media and how media influence consumers. Students will learn about the role of mass media in American history, how technological and economic factors influence mass media industries and consumers (particularly in terms of content), about the relationship between media providers and their respective audiences, about basic media literacy skills and the various forms of media communication, and to recognize new and ongoing diversity issues involving mass media communication in society.

From targeted advertising and viral videos to hashtags and Snapchat filters, the media has become a ubiquitous force in American culture and society, infiltrating virtually every aspect of our existence. Yet we don't often critically examine the values, norms, and ideologies that are disseminated through the media, or how they impact our everyday lives. This course aims to help you become more knowledgeable and critical consumers of mass media by introducing you to key issues, concepts and methods in media studies. We will explore the historical evolution of mass media into their current forms; the technological and economic forces that shape media industries; the legal and ethical issues at play in the media; and the role of mass media in a democratic society.



Media Power and Culture is included in the university's list of courses for the Kent Core and has been designed as a domestic diversity course. One of the key objectives of this course is to examine how media is impacted by intersecting systems of power including race, class, gender, sexuality, nationality, and disability. The word "power" in the course title can be interpreted in three ways: First, the course explores the powers that shape mass media: social, political, cultural, and economic. Second, the course explores the power media have to shape the perceptions and values of the audience. Finally, this course empowers Kent State University students to become more proactive media *users*, rather than passive media *consumers*. This course will help you develop critical media literacy skills that you can put to use in your own life as a Kent State student and beyond.

This is a Kent Core courses: This course may be used to satisfy a Kent Core requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

This is a KSU-Designated Diversity courses: This course fulfills requirements for Diversity Domestic and Kent Core Social Science. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability, and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences, and opportunities to learn how to deal constructively with them.

Learning Outcomes

When you are finished with the course, you should be able to:

- understand the role of mass media in American history, democracy and culture
- identify how technological and economic factors influence mass media industries, consumers and content
- interpret the relationships between media providers and their respective audiences
- use media literacy skills to critically analyze media content
- differentiate among various forms of mass media such as entertainment, journalism, advertising and public relations
- analyze the portrayals of underrepresented groups in both historic and contemporary mass media content
- demonstrate how social norms of race, class, gender, sexuality and disability are shaped by mass media

Required Course Materials & Structure

- You *must* have consistent use of a **reliable personal computer and Internet access. Computer technology issues are not a valid excuse for missed or delayed work.** *If you do not own a computer, please remember that there is technical and even emergency fund support at the Trumbull campus (see the links provided, or email me for more details).*
- This course makes use of the following:
 - <https://cyberspacerobinson.org/courses/mpc/>
 - the Course Syllabus
 - the Course Plan,
 - all Lessons (password protected: find the password in the START HERE module in Canvas)
 - all assignments, reading and viewing materials (there is no textbook)
 - **KSU Canvas**
 - posted grades
 - announcements
 - lessons password
 - links to the external course site
 - **KSU Google Chat** (for optional online conferences)
 - **WeJoinIn** Appointments Sign-up Sheets (for online and on-land conferences)



Course Time and Location

This course is a hybrid: online asynchronous and on-land synchronous. The class meets every Tuesday, 11:00am to 12:15pm. The class is functioning on the time zone for northeast Ohio. If, at some time in the semester, you are in a different time zone, you should check a web site (such as The World Clock at <http://www.timeanddate.com/worldclock/>) to make sure that you submit your work on time. We will be communicating via email and live text-chat, in the classroom, and/or in my office.

Some Assignment Details

Media Analyses | 40% (400 points; each essay is worth 100 points)

DUE DATES:

Media Analysis #1

Media Analysis #2

Media Analysis #3

Media Analysis #4

One of the goals of this course is to increase your ability to engage with various forms of media. Four times during the semester, you will be responsible for analyzing media, using concepts and case studies from the course. For each assignment, you will have the opportunity to express your analysis in one of three ways: in a 1000-1500 word essay, or 3-5 minute video, or a set of 30-50 slides (Google Slides, PowerPoint,...). Specific assignment guidelines and a grading rubric will be posted on the course main site, linked to the Course Plan.

Final Exam & Trumbull Satellite Project Analysis | 20% (200 points)

This exam is comprehensive, covering all course material for the semester. It will be structured very much like the Media Analyses work, but it will be in three parts and the total possible required word count will be 1000-4000 words. Also it may only be submitted in written form (no alternative media submissions). It is an “opened books/opened notes” essay style exam. One part will be an analysis of the *Trumbull Satellite* Project experience (think of this as a “view” of media from the “inside”) and the other two parts will be more like your Media Analyses work (a “view” of media from the “outside”). The exam will not be available until toward the end of the semester. NOTE: The *Trumbull Satellite* Project Analysis is a part of the Final Exam because it isn’t really a part of the project—the exam is using the project experience to evaluate your understanding of course concepts in relation to other learning experiences in the course.

Trumbull Satellite Project (40% | 400 points)

Part 1: Project Proposal (25 points)

Part 2: Consultation with *Trumbull Satellite* Content Manager Report (25 points)

Part 3: Mandatory Conference (25 points)

Part 4: Progress Report & Experience Evaluation (50 points)

Part 5-Stage 1: Peer Review & Staff Workshop (25 points)

Part 5-Stage 2: Peer Review & Staff Workshop (50 points)

Part 5-Stage 3: Peer Review & Staff Workshop (50 points)

Part 6: Progress Report (25 points)

Part 7: Final Product—Evidence of Accomplished Work (100 points)

Part 8: Experience Evaluation (25 points)

Congratulations! You are a *Trumbull Satellite* Staff Member for the semester! *Trumbull Satellite* (<https://trumbull-satellite.com/>) is a student run digital magazine (that includes print, audio, and video). There are several parts to this assignment, including: a project proposal, mandatory conferences, a progress report, and peer evaluations. The point of this assignment is to have a “hands-on” experience working in the digital media production world—to learn how power and culture both affect and are affected by media. See the assignment for more details.

Grade Distribution

Media Analyses	40%	400 points
Final Exam & <i>Trumbull Satellite</i> Project Analysis	20%	200 points
<i>Trumbull Satellite</i> Project	40%	400 points
	100%	1000 points

Course Grades

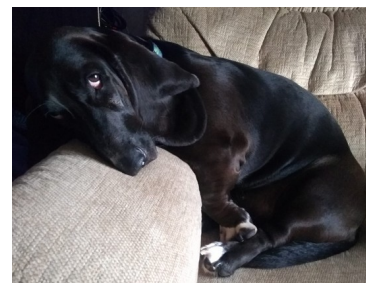
No grade ever goes above the level of an A+ (never above 100/100 possible points, for example); likewise, no graded work ever goes below the upper level of an F points (never below 55/100 points, for example); however, if an assignment is never submitted, or is submitted too late to be graded, it will receive ZERO points. If your final course score is 64-63%, you will earn a D for the course; if your final course score is 62-60%, you will earn an F for the course. All assignments will be weighted according to the percentage value. All assignments will be evaluated on a 100 point scale as follows:

GRADE	Media Analyses (Each)	Trumbull Satellite Project								Final Exam	FINAL GRADE Conversion
		Part 1 Project Proposal	Part 2 Consultation with Content Manager	Part 3 Mandatory Conference	Part 4 Progress Report & Experience Evaluation	Part 5 Peer Review & Staff Workshop (Each Stage)		Part 6 Progress Report	Part 7 Final Product		
						Stage 1	Stages 2 & 3				
A+	100-97	25	25	25	50	25	50	25	100-97	200-194	4.0
A	96-94	24	24	***	48	24	48	24	96-94	192-188	4
A-	93-90	23	23	***	46	23	46	23	93-90	186-180	3.7
B+	89-87	22	22	***	44	22	44	22	89-87	178-174	3.3
B	86-84	21	21	***	43	21	43	21	86-84	172-168	3.0
B-	83-80	20	20	***	41	20	41	20	83-80	166-160	2.7
C+	79-77	***	***	***	39	***	39	***	79-77	158-154	2.3
C	76-74	19	19	***	38	19	38	19	76-74	152-148	2.0
C-	73-70	18	18	***	37	18	37	18	73-70	146-140	1.7
D+	69-67	17	17	***	34	17	34	17	69-67	138-134	1.3
D	66-64	16	16	***	33	16	33	16	66-64	132-128	1.0
D-	63-60	15	15	***	32	15	32	15	63-60	126-120	***
F	55	14	14	0	28	14	28	14	55	110	0.0

Please see individual assignments for how items are evaluated (grading rubrics).

Student Responsibilities

- Manage your time wisely.
- Read this Course Syllabus and the Course Plan—carefully.
- Follow the directions for all assignments—thoroughly.
- Complete all lessons and assignments.
- Attend Mandatory Conferences.



Course Work & Conduct



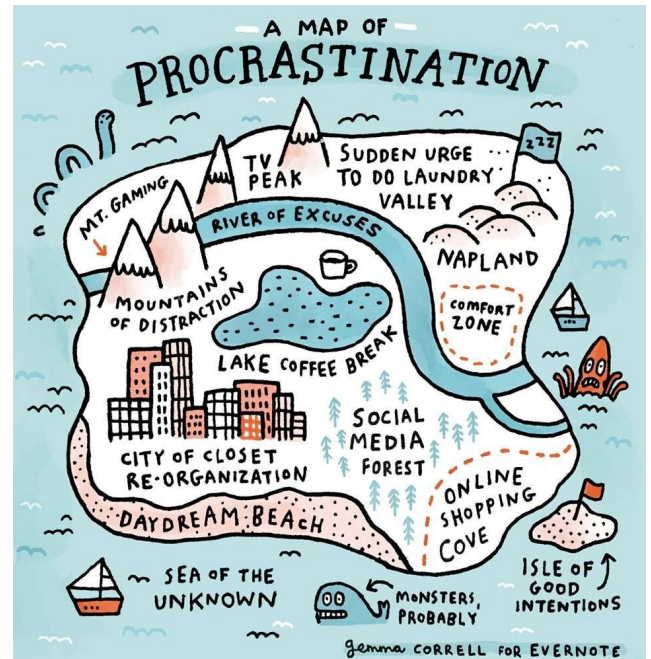
“For every credit hour, students are expected to spend 2 – 3 hours per week working outside of class. For example, for a 3 credit hour class, students should expect to put in 6 – 9 hours per week outside of class, studying or doing assignments” ([KSU Protect Your GPA](#)). In this course we will view, read, think, and write about issues of power and oppression—as they exist in media and are managed by culture. This work is often difficult and uncomfortable, because some of the most important learning happens when we are pushed out of our comfort zones. You are encouraged to challenge yourself in this course while staying mindful of your own limits and

boundaries. I will promote respectful engagement in which ideas will be exchanged and debated. However, some of the issues we cover in class might be controversial or emotional for some members of the class. It is therefore essential to show respect for your classmates and the course community—this is a requirement for the class. Students are expected to conduct themselves in a mature and professional manner, and comments that are racist, classist, sexist, heterosexist, ableist, transphobic, or otherwise discriminatory will not be tolerated.

Regarding Missed, Late, or Incomplete Work

With the exception of Mandatory Conferences and the Trumbull Satellite Part 3 Peer Reviews & Staff Workshop assignments, late work will be accepted for a period of time after the due date; however, points will be deducted for late submissions. For each day the work is late: 3% (1.5 out of a possible 50 points, 3 out of a possible 100 points, 6 out of a possible 200 points) will be deducted from the grade. **No late work will be accepted if shared eight days or later past the due date**, and no work will be accepted after **May 9, 2024**.

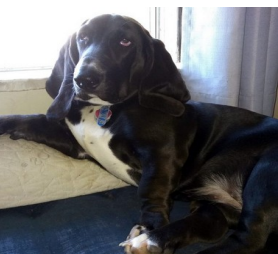
Missed Mandatory Conference: If you fail to hold your conference appointment with me during the conference period, you will earn 0 points; if you meet with me, you will earn full points—you are not being evaluated during our session. If you miss your conference appointment, and the period has not ended, feel free to sign up for another appointment. If there are no more available appointments, then you obviously waited too long to sign up for an appointment, and you will earn 0 points for that conference. There are absolutely no conferences for points once the conference period has ended. However, you can still meet with me for feedback and advice (for 0 points).



Missed or Late Peer Reviews & Staff Workshop Work: If you fail to work with your partner(s) in a timely manner, your grade will be affected. If one of your partners fails to work with you, your grade will not be affected: continue to work without that individual—that partner may be removed from the group/partnership entirely. For more details, please see the *Trumbull Satellite* Project assignment.

A Few Words Regarding Stress and Attitude

If you become stressed or find yourself not doing well in the course, don't “disappear” from the class. Instead, please do not hesitate to contact me. I am here for you. If you work hard, I will work hard to help you do as well as possible in the course. However, if you stop doing the course work, I will have no choice than to assume that you have given up on the course, and I will begin to give up on you. Even then, however, if you make the effort to reach out to me for help, as long as it is not too late, I will do what I can to help you succeed.



Enrollment

University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Academic Engagement Verification

In compliance with federal regulations, the University is required to report that enrolled students have participated in at least one academically related activity. If no academic activity is submitted by the end of the fourth week of the semester (for a full-term course) then a grade of NF (Never attended F) will be assigned. The NF mark will count as an F in computing grade point averages. Students who have received an NF mark will lose their access to Canvas.

To avoid an NF mark, students must participate in at least one academic activity as soon as possible and no later than the end of the fourth week. Examples of some of the acceptable academically related activity are: physically attended the course (does not apply to online courses), submitted an academic assignment, completed an interactive tutorial, initiated contact with the instructor to ask a question about the academic subject matter, submitted an exam or quiz, participated in an online discussion about academic matters.

SAS: Student Accessibility Services

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact Elaine M. Shively at 330-675-8932 or visit <http://www.kent.edu/trumbull/student-accessibility-service>) for more information on registration procedures.

Intellectual Property and Privacy

Intellectual property displayed or distributed to students during this course (including but not limited to PowerPoint presentations, notes, quizzes, examinations) by the professor/lecturer/instructor remains the intellectual property of the professor/lecturer/instructor. This means the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor/lecturer/instructor. Additionally, students may not distribute or publish recordings and/or links to live classroom presentations, lectures, and/or class discussions.

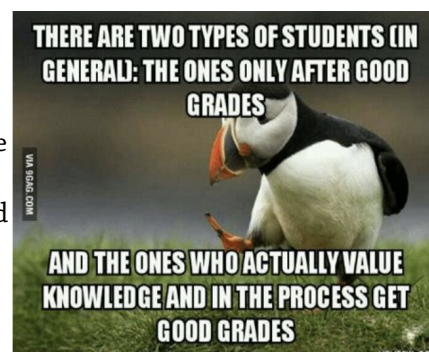
Statements on Cheating and Plagiarism

University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided for in this policy will be used to deal with any violations. If you have questions, please read the policy at http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779 and/or ask your instructor.

Plagiarism is the act of using someone else's thoughts, words, drawings,... without giving that person due credit. Even if you use only a tiny part of that person's expression, you must give credit for that expression. Plagiarism carries a variety of sanctions, ranging from lowering of a grade to dismissal from the university.

The [School of Media and Journalism](#) deals in publishable works and educates its students for various aspects of publishing and other communications professions. Within this framework, every student must be aware of the following rules and definitions while in school or on the job:

- **Fabrication** is, in phrasing first used by the Columbia University Graduate School of Journalism, the cardinal sin. Faking quotations, faking "facts," reporting things that did not happen are not only reprehensible; they could be actionable in court.
- **Plagiarizing**, as defined by Webster, is "to steal and pass off as one's own the ideas or words of another". It is unethical and, in cases involving creative work, usually illegal. One of the worst sins a communications



practitioner may commit is to plagiarize the work of another – to steal his/her words, thought, or outline and pass them off as his/her own.

- **Cheating** includes the submission of work in which you have received material and substantive assistance from others, or copied the work of others, when the assignment was intended to be completed by you alone. Unless specifically designated as a group project, all assignments for this course are intended to be the result of your individual efforts.
- **Duplicating work** is defined as submitting the same work to more than one instructor (or publication) without the prior knowledge and agreement of both.

Commission of any of these offenses while in school is grounds for disciplinary action. If the complaint is upheld, a variety of punishments may be imposed, from a reprimand to a lowered or failing grade in the course to dismissal from the university. Please refer to Kent State University's Policy Register Section 3-01.8 regarding plagiarism: <https://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism> for more information.

Diversity, Equity, and Inclusion Statement

Endorsed by Faculty Senate, 2/14/2022

Kent State University is committed to the creation and maintenance of equitable and inclusive learning spaces. This course is a learning environment where all will be treated with respect and dignity, and where all individuals will have an equitable opportunity to succeed. The diversity that each student brings to this course is viewed as a strength and a benefit. Dimensions of diversity and their intersections include but are not limited to: race, ethnicity, national origin, primary language, age, gender identity and expression, sexual orientation, religious affiliation, mental and physical abilities, socio-economic status, family/caregiver status, and veteran status.

CCI Diversity Statement

Kent State University defines diversity as “the presence of difference.” The College of Communication and Information affirms that diversity enriches the teaching, study, research and criticism of the principles and practices of communication and information. Further, the faculty, staff and students maintain that communication and information can be understood fully and practiced effectively only when ideas from all people and perspectives are voiced and valued. CCI's culture intentionally fosters an inclusive environment, and CCI commits itself to being an academic unit in which all individuals feel empowered to participate fully.

CCI Diversity recognizes that our university faculty, staff and student body is made up of a complex and diverse group of people with different backgrounds and religious beliefs. Section 3 - 01.2 (c) of the Policy Register sites that class attendance may excused for religious observances. In an effort to help faculty and staff plan in the event that students request absences in their academic or work responsibilities during the school year, CCI Diversity has built this working interfaith calendar about the major religious holidays of the faiths frequently represented in the Kent State community.

MDJ Diversity Statement

The Kent State University School of Media and Journalism recognizes the importance of a diverse faculty, staff and student body and embraces the concept that diversity will foster the acknowledgement, empowerment and inclusion of any person. The School teaches the history, culture, values and notable achievement of persons who represent the world's diverse community. The mission of the school is to offer a strong curriculum, enriched by a legal and ethical foundation, which recruits, retains, promotes and hires from this diverse community. The School believes that the highest levels of success, knowledge and progress arise when we learn from others who are not of our own national origin, race, ethnicity, religion, sexual orientation, age, gender identity, gender expression, physical and mental ability and social class. We welcome the many opportunities to examine challenges that may arise from differences. One of our goals is to promote inclusivity and belonging among students, faculty and staff. MDJ's Diversity and Globalization committee is committed to serving as a resource to promote ongoing education and awareness about issues relating to diversity, equity, and inclusion. Please contact the committee at mdjdiversity@kent.edu if you have a diversity-related issue that you would like to discuss.

Discrimination, Sexual Harassment, and Assault

Kent State University seeks to provide an environment that is free of discrimination and harassment and does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this.

Reporting Options:

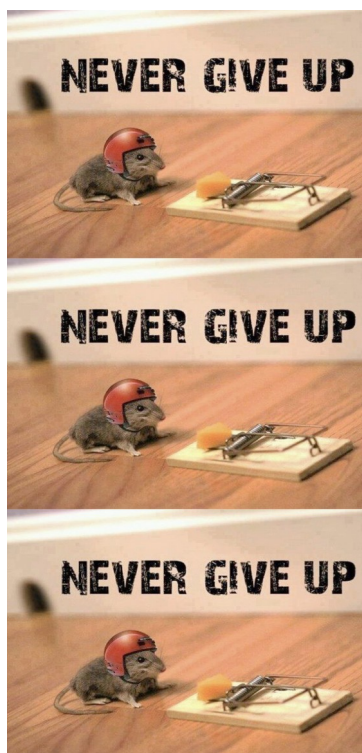
- If you report this to a staff and/or faculty member, they are considered a mandated reporter who is required to notify our university's Title IX Coordinator at 330-672-7535 as per our policy 5-16.2 <https://www.kent.edu/policyreg>.
- If you wish to keep the information confidential, you may contact Kent State University counseling services at 330-672-2487 or 330-672-2208 to speak with a licensed counselor/psychologist.

Additionally, you may also report any gender-based discrimination and harassment to:

- Police Emergency: 911
- Kent State University Trumbull Security: 330-675-8832
- Center for Sexual and Relationship Violence (SRVSS): 330-672-9230

For more information about Title IX at KSU, please visit: <http://www.kent.edu/sss> or contact the Office of Compliance, Equal Opportunity and Affirmative Action at 330-672-2038 or aa_eeo@kent.edu.

Social Services & Community Support



- If you are in need of **mental health assistance**, please know that the University provides several resources. [Step Up & Speak Out](#) is a suicide prevention campaign with one of the most comprehensive lists of resources available for students, including [campus-specific information](#). You can also find a list of resources, including domestic violence at [Mental Health Help](#). Kent State also offers [Psychological Services](#), including tele-therapy.
- If you are **struggling with attaining food**, you might qualify for assistance from the [Ohio Supplemental Nutrition Assistance Program](#) or from the [Ohio Foodbanks Organization](#). Additionally, Kent State University Trumbull now has a Care Closet: contact: Nancy Barker (nbarker4@kent.edu) for more information.
- If you are **struggling with housing and other basic care needs**, please contact the [Trumbull County Homeless Shelters and Social Services](#) or the [Ohio Homeless Shelter Directory](#). Also available is the Ursuline Sisters Scholar Program's Beatitude House (<https://www.beatitudehouse.com/wp-content/uploads/2022/07/Scholars-Application-2022-Fillable.pdf>). These sites also provide information **for women in need of shelter**.
- If you are a **victim of domestic violence (regardless of gender)**, you can also contact the [Ohio Domestic Violence Network](#), [Domestic Shelters of Ohio Directory](#), or even the [Kent State Women's Center](#).
- Among its goals, the **Building Black Leaders Program** strives to "produce a safe and racially inclusive environment that welcomes authentic cultural

expression, exploration and community building" at Kent State University Trumbull. For more information, contact Tiffany Tyree (ttyree@kent.edu) or visit <https://www.kent.edu/trumbull/cultural-clubhouse>.

- Full Spectrum Community Outreach Center is Mahoning Valley's **LGBTQIA+ Center** and located "was created with the focus of providing mental health services, support groups, community involvement, and eventually housing for the LGBTQIA+ community to ensure their health and standing in the surrounding area."

Family Educational Rights and Privacy Act (FERPA)

FERPA sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records even from parents and guardians. For additional information about FERPA, please visit the university Registrar's webpage.

Racial Equity Statement

Kent State University has a storied history of advocacy and student activism that informs and shapes both the identity and actions of the institution and its community members. KSU takes pride in its reputation as an institution where anti-racism has taken roots since at least the late 1960s and early 70s through the collective resistance of Black students, faculty and staff against systemic racism and inequalities in the United States. This activism has continued to the present day.

Kent State is committed to working collectively to dismantle systemic injustice so that Black, Indigenous, Asian American, Hispanic and all People of Color feel that they belong, are welcome and that they can fully participate in our university community.

Challenging these structural forms of oppression requires a dismantlement of the racist and racialized structures that sustain them. To make this dismantlement of racism possible, we pledge to:

- Review and enact our institutional policies in ways that are true to our values
- Engage with community
- Educate and inform faculty, staff and students
- Utilize our institutional and collective power to correct issues of inequity in our communities
- Correct and prevent injustices in our institutional and unit-level practices
- Foster open and productive dialogue that is both robust and respectful
- Fearlessly speak to our values

Kent State University community will continue to work towards opposing all forms of racial discrimination, harassment, intimidation, hatred, belittling, stereotypes, condescension, microaggressions and recognize their legacies which ostracize groups based on race and skin color. We understand that these forms of domination have historically existed within structural and systemic oppressions supported by classism, sexism, ageism, ableism, homophobia, transphobia, xenophobia, and other markers.

We will work to create an anti-racist university where all individuals are treated equitably with respect to their varied racial experiences and to foster that aim throughout the fabric of our institutional culture and community. Our shared effort to improve racial equity involves not only internal instructional, programmatic, environmental and policy decisions, but also the recognition of the university's roles as an economic driver, community partner, and public policy influencer.

Land Acknowledgement Statement

Endorsed by Faculty Senate 10/10/2022

We acknowledge that the lands of Kent State University were the previous homes of people who were removed from this area without their consent by the colonial practices of the United States government. Before removal, these groups created networks that extended from Wyoming to the Florida Coast and Appalachia and to the northern reaches of Lake Superior. These societies included people of the Shawnee, Seneca-Cayuga, Delaware, Wyandots, Ottawa and Miami. We honor their lives – both past and present – and strive to move beyond remembrance toward reflection and responsibility through honest accounts of the past and the development of cultural knowledge and community.

Request for Religious Accommodations

The University welcomes individuals from all different faiths, philosophies, religious traditions, and other systems of belief, and supports their respective practices. In compliance with University policy and the Ohio Revised Code, the University permits students to request class absences for up to three (3) days, per term, in order to participate in

organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Students will not be penalized as a result of any of these excused absences.

The request for excusal must be made, in writing, no later than fourteen (14) days after the first day of instruction in a particular course and include the date(s) of each proposed absence or request for alternative religious accommodation. The request must clearly state that the proposed absence is to participate in religious activities. The request must also provide the particular accommodation(s) you desire.

You will be notified by me if your request for accommodation is approved, or, if it is approved with modification. I will work with you in an effort to arrange a mutually agreeable alternative arrangement. For more information regarding this Policy you may contact the Student Ombuds (ombuds@kent.edu).

MDJ Program Statement:

As a program accredited by the Accrediting Council for Education in Journalism and Mass Communication, we are committed to developing a curriculum designed to meet twelve professional competencies. This course, as part of a larger program, contributes to our development of:

thoughtful, Proficient Communicators

- who write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- who demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- who understand concepts and apply theories in the use and presentation of images and information
- who apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

who are creative, critical thinkers

- thinking critically
- thinking creatively
- thinking independently

trained to uncover and evaluate information

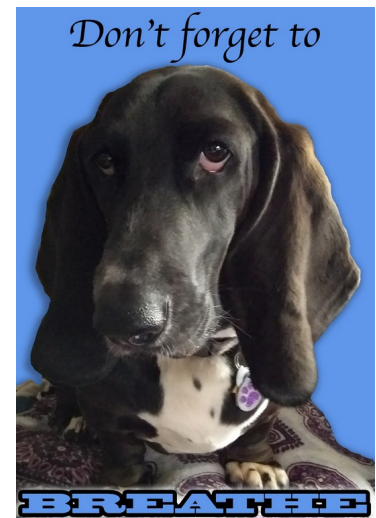
- conduct research and evaluate information by methods appropriate to the communications professions in which they work
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical coherence
- apply basic numerical and statistical concepts

within a legal and ethical framework

- understanding and applying the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
- demonstrating an understanding of professional ethical principles and working ethically in pursuit of truth, accuracy, fairness, and diversity

in a diverse and global society.

- demonstrating an understanding of gender, race, ethnicity, sexual orientation, and (as appropriate) other forms of diversity in domestic society in relation to mass communications
- **demonstrating an understanding of the diversity of people and cultures of the significance and impact of mass communications in a global society.**



Instructor Availability and Response Time



This semester, in addition to my office hours, I plan to be on campus most of the day on Tuesdays and Wednesdays. If you can't find me in my office, it is likely that I am in the Digital Media Production Center (next to the Library). I am frequently available for online conferences (text-chat) via KSU Google Chat. Feel free to sign up for a conference appointment any time! If none of the appointment times work for you, please email me with times that you are available. Alternatively, feel free to email me whenever you have questions or concerns (clrobins@kent.edu). As a rule, I respond rather quickly to emails, often within the same hour.

However, if you email me over the weekend (Friday afternoon to Sunday afternoon), I am likely to respond less quickly, but will do so as soon as I am able. Please allow for at least 48 hours response time. I am here for you.



*By the way, this is my dog, Betty Zing (a basset hound).
She's the course mascot.*

No work will be accepted after May 9, 2024 (11:59pm, EST)!