PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013
  If new, have you submitted a Form B to the SHSU Curriculum Committee?  ☐ Yes  ☐ No

Course Prefix & Number: MCOM 1330

Course Title: Analysis of Electronic Culture

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course will survey the history & theory of mass media in America with an emphasis on
television & new media. Topics addressed include: the impact & development of print &
electronic media; the structure of contemporary media industries; the influence of advertisers,
regulatory agencies & ratings services; production, distribution & syndication systems; the social
influence of mass media content in culture; and the relationship of media content to the
development of personal & collective values. Topics related to new media will be introduced
throughout the semester – and integrated into assessment of legacy media industries.

Course Prerequisites: None

Available Online?  ☒ Yes  ☐ No  ☐ Anticipated (Semester:    )

Number of Sections to be Offered per Year: 4

Estimated Enrollment per Section: 50

Course Level (freshman, sophomore): Freshman/Sophomore

Requestor Full Name (designated department rep – contact person): Christopher Francis
White

E-Mail Address: cwhite@shsu.edu

Approvals

Department Chair:  
Signature   
Date  Oct 19, 12

Academic Dean:  
Signature   10.19.12

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PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: IV. Language, Philosophy  Culture

How Component Area Addressed: This course will examine the essential role played by mass media industries, mass media technologies and mass media content in the negotiation of cultural and personal values throughout American history.

PART III – Course Objectives

Insert the appropriate course objectives stated in student learning outcomes (e.g., Students completing the course will be able to...)

Objective 1: Students who successfully complete this course will be familiar with the history of communication technologies from the printing press to the Internet and will be able to effectively compare and contrast the impact these various communication technologies have had on individuals and on cultural experience in different epochs.

How will requirement be addressed (including strategies and techniques)?
Students will develop knowledge of mass media history through lectures, discussions, guest speakers, readings in text and online, and in-class screenings.

Describe how requirement will be assessed: Students will be directly assessed on this objective by exams with embedded questions.

Embedded Questions:

7. Regarding Gutenberg's 1450 printing press:
   a) It was the first form of printing technology.
   b) It took 200 years for his press to spread across Europe.
   c) It was the first metal movable-type press.

8. Luther used the printing press to protest Catholics selling indulgences and:
   a) Catholics used the printing press to mass-produce indulgences.
   b) The Pope ordered all printing presses destroyed.
   c) The Catholic Church stopped issuing indulgences.

15. Regarding Chappe's Optical Telegraph:
   a) It had only one line – from Paris to Toulouse.
   b) Napoleon rejected the technology as having no military use.
   c) The optical telegraph sent messages at 100 mph or faster.

16. Find THE FALSE statement regarding the Electric Telegraph:

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a) Morse Code was creating by interrupting an electric current in a wire.
b) The newspaper industry tried to prevent the development of Morse's telegraph.
c) Many telegraph lines were built along side railroad lines.
d) During the Civil War – The North had the most and the best telegraph lines.

Objective 2: Students who successfully complete this course will be familiar with the rise of various mass media industries (e.g. radio, film, television,) and their attendant influence on cultural and personal experience.

How will requirement be addressed (including strategies and techniques)?
Students will develop knowledge of mass media industries and the attendant cultural/personal impact through lectures, discussions, guest speakers, readings in text and online, and in-class screenings.

Describe how requirement will be assessed: Students will be directly assessed on this objective by exams with embedded questions and by a short paper analyzing the institutional context of a prime time television program.

Embedded Questions

12. What "encouraged" the American government to purchase wireless equipment from Marconi?
a) After the Spanish-American War, America became a navel power.
b) Then President Roosevelt heard of his father's death via wireless and was inspired.
c) Marconi bribed military leaders and political leaders to adopt wireless.
d) The sinking of the Titanic – a ship that refused to use wireless equipment.

17. By 1930 the radio industry was characterized by all of these EXCEPT:
a) Radio programming was free to listeners. c) There was some government regulation.
b) Stations sold advertising for profit. d) Educational shows dominated the schedule.

Paper Assignment: Institutional Context

Pick a TV show that is on primetime broadcast commercial TV (ABC, CBS, NBC, Fox or CW). Record/Watch at least one episode. Then do this:

Show: Modern Family (describe the program pedigree)

Genre: Half-hour sitcom, mocu-mentary (compare to similar programs)

Longevity: Third season (describe seasonal story arcs)

Network Source: ABC (assess the networks stable of programs)

Advertisements: Nike, L-Oreal, Gallery Furniture (list all ads embedded in the broadcast)

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Production Company: 20th Century Fox Productions (assess the production company’s stable of programs)

Producer/Show Runner: Christopher Lloyd (list directors, script-writers, etc.)

Regular Day/Time: Wednesday 8 PM CT (describe prime-time competition, Nielsen ratings, etc.)

Setting: LA suburban community (describe mise en scene, regular locations, etc.)

General Theme: The conflict and love between three very different contemporary families and three very different sets of spouses. (describe in detail)


Date of Episode: 9/23/09 (list counter-programs on other networks)

Conflict in this Episode: May/December Family deals with ex-husband, Gay Family adopts Korean baby, Yuppie Family meets daughter’s boyfriend. (in detail)

Description of one episode: summarize major events & site several lines of triggering dialogue, designate Acts One, Two, Three (in detail).

Objective 3: Students who successfully complete this course will develop specific media literacy skills that will allow them to assess their mass media environs, their own mass media use and the potential impact that mass media messages have on their cultural milieu and their personal lives.

How will requirement be addressed (including strategies and techniques)?
Students will develop specific media literacy skills through lectures, discussions, guest speakers, readings in text and online, and in-class screenings.

Describe how requirement will be assessed: Students will be directly assessed on this objective by exams with embedded questions and by keeping and analyzing a week-long personal media diary

Embedded Questions

10. What media scholar asked this question: Who said What to Whom thru What Channel?
   a) Carey  b) Lasswell  c) Osgood-Schramm  d) McLuhan

11. Which one claimed that culture is “constructed” in the communication process?
   a) Carey  b) Lasswell  c) Osgood-Schramm  d) McLuhan

12. The term Technological Determinism assumes that:
   a) technology drives economic & cultural change.
   b) economics & culture determine how technology develops.

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c) technology is essentially dangerous  
d) technology is essentially beneficial.

13. All but one were discussed as examples of the Dominant Culture’s  
image of female beauty. Which one was NOT DISCUSSED?  
a) Kim Kardashian   b) Nicki Minaj  c) Barbie dolls d) Cat Woman

Personal Media Diary (partial example)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Media</th>
<th>Media Content</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>7am</td>
<td>woke</td>
<td>clock radio</td>
<td>oldies station/Kinks/OJ’s</td>
<td>30m</td>
</tr>
<tr>
<td>7:30</td>
<td>shower</td>
<td>na</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>7:45</td>
<td>breakfast</td>
<td>The Chronicle</td>
<td>front page/sports</td>
<td>15m</td>
</tr>
<tr>
<td>8:00</td>
<td>dress for work</td>
<td>TV</td>
<td>weather channel/Bonnie</td>
<td>15m</td>
</tr>
<tr>
<td>8:15</td>
<td>drove to work</td>
<td>radio</td>
<td>sports talk radio</td>
<td>5m</td>
</tr>
<tr>
<td>8:30</td>
<td>prep for class</td>
<td>radio</td>
<td>SHSU 90.5/classical</td>
<td>30m</td>
</tr>
<tr>
<td>9am</td>
<td>class</td>
<td>na</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>10am</td>
<td>advising in office</td>
<td>radio</td>
<td>SHSU 90.5/classical</td>
<td>120m</td>
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<tr>
<td>noon</td>
<td>class</td>
<td>na</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>1pm</td>
<td>office advising</td>
<td>na</td>
<td>Internet surfing</td>
<td>30m</td>
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<tr>
<td>1:30</td>
<td>lunch</td>
<td>na</td>
<td>na</td>
<td></td>
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<tr>
<td>2:00</td>
<td>office advising</td>
<td>radio</td>
<td>SHSU/jazz</td>
<td>60m</td>
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<tr>
<td>3:00</td>
<td>class</td>
<td>na</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td>office advising</td>
<td>radio</td>
<td>SHSU/alternative</td>
<td>30m</td>
</tr>
<tr>
<td>5pm</td>
<td>drove home</td>
<td>tape</td>
<td>Annie Lennox</td>
<td>5m</td>
</tr>
<tr>
<td>5:10</td>
<td>dress for gym</td>
<td>TV</td>
<td>NBC News</td>
<td>30m</td>
</tr>
<tr>
<td>6pm</td>
<td>drive to gym</td>
<td>tape</td>
<td>James Brown</td>
<td>5m</td>
</tr>
<tr>
<td>6:30</td>
<td>work-out</td>
<td>radio</td>
<td>various rock</td>
<td>60m</td>
</tr>
<tr>
<td>7:30</td>
<td>shopping</td>
<td>na</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>8pm</td>
<td>drive home</td>
<td>tape</td>
<td>Pogues</td>
<td>5m</td>
</tr>
<tr>
<td>8:30</td>
<td>cockpit/phone/</td>
<td>TV</td>
<td>ESPN - Yanks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>work/read</td>
<td></td>
<td>Lenco/Letterman/Niteline</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ESPN - Angels/Astos</td>
<td>60m</td>
</tr>
</tbody>
</table>

Midnite  
sleep

TOTAL MEDIA EXPOSURE:  440m or 7 hrs & 20m

Analysis:  etc. etc. etc.

Objective 4:

How will requirement be addressed (including strategies and techniques)?

Describe how requirement will be assessed:
Objective 5:

How will requirement be addressed (including strategies and techniques)?

Describe how requirement will be assessed:

PART IV – THECB Skill Objectives

Address each of the required THECB skill objectives that the course addresses and explain how the requirement is addressed, specific strategies to address the objective(s), and how each objective will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will requirement be addressed (including strategies and techniques)?
Students will develop knowledge of critical thinking skills through lectures, discussions, guest speakers, readings in text and online, and in-class screenings.

Describe how requirement will be assessed: Tests with embedded questions will assess student knowledge of theory and analytical tools related to critical thinking and media literacy. Paper assignment will require students to analyze institutional context of mass media content. Diary assignment will require students to evaluate personal use of mass media.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will requirement be addressed (including strategies and techniques)?
Students will develop communication skills through in-class and online discussions, through presenting their analysis of the institutional nature of television programming in a written paper and through diary entries that present their personal experience with mass media content.

Describe how requirement will be assessed: Student papers will be graded with a three-stage average reflecting separate grades for content, style and concluding analysis. Student diaries will be graded with a three-stage average reflecting separate grades for form, content and analysis.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will requirement be addressed (including strategies and techniques)?

Describe how requirement will be assessed:
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4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will requirement be addressed (including strategies and techniques)?

Describe how requirement will be assessed:
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will requirement be addressed (including strategies and techniques)? Students will develop knowledge of personal responsibility in terms of mass media use through lectures, discussions, guest speakers, readings in text and online, and in-class screenings.

Describe how requirement will be assessed: Embedded test questions will measure students' familiarity with mass media literacy skill-sets that develop personal responsibility vis a vis interactions with mass media content. Diary assignments that encourage students to self-evaluate individual interactions with mass media content will be graded by the instructor.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will requirement be addressed (including strategies and techniques)? Students will develop knowledge of social responsibility in terms of mass media use through lectures, discussions, guest speakers, readings in text and online, and in-class screenings.

Describe how requirement will be assessed: Embedded test questions will measure students' knowledge of mass media influence on collective values, political dialogue, social institutions and attempts by society to respond to this mass media influence. The paper assignment and the diary assignment will require students to reflect on the values displayed in mass media content that might influence social, political and institutional experience. These assignments will also encourage students to reflect on the industrial pedigree of mass media content that might influence social, political and institutional experience.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction - Mass Media &amp; Culture (Chapter 1 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 2</td>
<td>The Evolution of Symbolic Culture (Chapter 1 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Printing Press (Chapters 3, 4, 5 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Newspapers, Books, Magazines in America 1800s (Chapters 3, 4, 5, &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Telegraph &amp; Wireless (Chapter 7 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Radio (Chapter 7 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Film (Chapter 6 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Television (Chapter 8 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Television (Chapter 8 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Mass Media Advertising &amp; Public Relations (Chapters 11, 12 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mass Media Regulations (Chapter 14 and Blackboard links)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Mass Media Theory -- Effects &amp; Uses (Chapter 13 &amp; Blackboard links)</th>
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</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Mass Media -- Global (Chapter 15 &amp; Blackboard links)</td>
</tr>
<tr>
<td>Week 14</td>
<td>The Internet (Chapter 10 &amp; Blackboard links)</td>
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<tr>
<td>Week 15</td>
<td>The Internet (Chapter 10 &amp; Blackboard links)</td>
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</tbody>
</table>

2. Attach course syllabus

Syllabus Attached?  ☒ Yes  ☐ No
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

### Required Skill Objectives

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<tr>
<th>Foundational Component Areas</th>
<th>CT</th>
<th>COM</th>
<th>EQS</th>
<th>TW</th>
<th>SR</th>
<th>PR</th>
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<td>Mathematics</td>
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<td>Language, Philosophy &amp; Culture</td>
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<tr>
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<tr>
<td>Government/Political Science</td>
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<tr>
<td>Social and Behavioral Sciences</td>
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<td>✓</td>
<td>✓</td>
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</tbody>
</table>
Instructor: Dr. Christopher White

Phone/Email: 294-1343 & cwhite@shsu.edu

Classroom: DRB 125 M Days 11-11:50

Office Hours: # 102 M/W 10-11 & 3-4 or T/Th 2-4 & Friday by Appointment


Course Description: This course will survey the history & theory of mass media in America with an emphasis on television & new media. Topics addressed include: the impact & development of print & electronic media; the structure of contemporary media industries; the influence of advertisers, regulatory agencies & ratings services; production, distribution & syndication systems; the social influence of mass media content; and the relationship of media content to the development of personal & collective values. Topics related to new media will be introduced throughout the semester -- and integrated into assessment of legacy media industries.

The class will consist of lectures, screenings & discussion. Take notes. Every day. Date your notes. That helps. Honest. You might be tested on anything that is said or screened in-class. Hand-outs, too. View screenings critically & note the video that is screened, note why it was shown & note any comments made regarding the screening.

Course Objectives: MCM 130 will prepare students for effectively assessing a contemporary experience that is increasingly mediated by mass media/new media messages. Students will be introduced to essential concepts in communication theory, to significant events in media history & to emerging developments in mass/new media industries. Fundamental skills essential to the development of Media Literacy will be emphasized with regular in-class critiques of television & online content. MCM 130 will familiarize students with the essential terms & analytical skills central to media studies & is designed to prepare students for more advanced studies in upper-division courses.

Ask yourself a question: What do you think about mass media in America? I hope that after you leave this class you will have a different -- more complex & more critical -- appreciation of our media environment. That is, I hope you will never watch TV the same way again. Never!

On completion of this course, students will be able to assess:

- the relationship between media industries, media content & media audiences
- the emergence & historical development of mass media & new media
- theoretical concepts related to the study of mass media
- media literacy skills that promote self-empowerment

Grades: Two (2) tests 100+100
Tests composed of multiple-choice questions & short answer/essays.
There will be two written assignments that will require you to (1) analyze a TV show in detail and (2) keep a personal media diary. Each assignment is worth 50 points.

Grade Scale: A - 270-300  B - 240-269  C - 210-239  D - 180-209  F - 0-179
Make-up Exams available only in extreme cases. They are likely to be essay. Ouch!
Attendance: I take roll regularly, please get seated & ready to go to work by the time I finish the roll-call. After five (5) absences, subtract 20 points from your final grade total for each additional absence (for whatever reason). No doctor's excuses. Don't waste absences! If you miss a class you are responsible for all work assigned & all material addressed in class. Being late for class is considered absent - exceptions made for bad weather.

Additional Policies & Comments
No beepers, cell phones, palm-pilots, MP-3 players, satellite dishes or anything that otherwise beeps, vibrates or whistles allowed in class. No eating, sleeping or doing work unrelated to the class. Live with it. Use laptops ONLY for doing work for this class. Generally students will refrain from behavior that intentionally or unintentionally disrupts the learning process. And please maintain complete honesty & integrity in your academic experience both in & out of this classroom (see Faculty Handbook). Get permission to bring visitors to the classroom or to tape lectures. You will have an opportunity to evaluate this class. The SAM Center offers excellent study help.

I do not post PowerPoint slides on Blackboard. I do post an extensive test review on Blackboard. I do not discuss grades via Email or on the phone. This is to protect your privacy.

No calling me at home -- never, ever...never -- that's why God created Office Hours & Emails. I promise I won't call you at home. Please get permission to bring visitors or tape lectures. I do notice intelligent, active in-class participation. You will get a chance to evaluate this class. The SAM Center provides excellent study help.

Readings & Course Outline
The schedule for readings and/or lectures may change — depending on breaking events covered in the mass media. Some chapters will be read in their entirety; some chapters will be read only in part; some chapters will be addressed in lecture; and some chapters will be solely your responsibility. Exact page numbers for reading assignments will be posted on Blackboard. Additional chapters or sections of chapters may be assigned during the semester. Additional materials will be posted on Blackboard.

1st Week  Introduction — Mass Media & New Media  
2nd Week  Ch 1 Culture & Media Literacy  
3rd Week  Ch. 3 Books, Ch 4 Newspapers, Ch 5 Magazines  
4th Week  Ch 6 Film & New Media  
5th & 6th Week  Ch 7 Radio & Sound Recording (beginning)  
   First Test About Week Six (TBA)  
7th & 8th Week  Ch 8 Television & New Media  
9th Week  Ch 7 Radio & New Media  
10th Week  Ch 5 Magazines & Ch 3 Newspapers  
11th Week  Ch 14 Regulations & New Media  
   First Assignment due Week Ten (TBA)  
12th Week  Ch 11 Public Relations & Ch 12 Advertising  
13th Week  Ch 13 Theories & Effects & New Media  
14th Week  Ch 15 Global Media & The Internet  
15th Week  Ch 10 The Internet  
   Second Assignment due Week 13  
   Second Test scheduled by SHSU during Finals Week
Americans with Disabilities Act
Students with disabilities covered by the Americans with disability Act should go to the Counseling Center and Service for Students with Disabilities (SSD) in a timely manner to obtain the documentation required. Students are responsible for initiating the process of documenting the need for an accommodation under the ADA act.

Religious Observance
University policy allows for students to observe religious holy days without penalty. If you intend to miss class as a result of the observance of a religious holy days or as a result of the necessary traveling time required for religious observance, such an absence will not be penalized so long as you have notified the instructor in writing of the dates and times of class sessions that are missed. The deadline for notification is the 12 class day. Students Absent from class as a result of religious observance are required to submit any due assignments immediately on their return to the classroom. Makeup tests and quizzes will also be provided on return to the class. 1.01 Section 51.925 of the Texas Education Code requires that an institution of higher education shall allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student, not later than the 15th calendar day after the first day of the semester, or the 7th calendar day after the first day of a summer session, must notify the instructor of each scheduled class that he/she would be absent for a religious holy day.

SEE BLACKBOARD FOR AN EXTENDED VERSION OF THIS SYLLABUS