This file contains for WOMS 5Q, Area D1

- GE Annual Course Assessment Form 2015-16
- Final Media Intervention Project assignment handout
  - WOMS 5Q Syllabus
Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
   SLO 3. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues

   GE Activities designed to meet this objective: Readings, Media Intervention Project

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

   There were 50 students assessed, one section each fall and spring semester.

   This SLO was primarily assessed in the final Media Intervention Project in which students worked in teams of two or three to create an original piece of media. Student teams identified a specific issue represented, misrepresented, or omitted in contemporary media and formulated different responses to address the issue. Students discussed and developed various points of view on the issue, and finally created a specific piece of media thoughtfully representing that point of view. One team, for example, identified problematic representations of college students in popular media, supplemented their discussion by drawing on readings about teen identity and sexuality, then created a short video to illustrate their own critical perspective.

   The assignment was a group project specifically designed to invite students to identify and analyze their own identities and perspectives as they read and analyze a media product.

   Assessment showed substantial success with 50% of the class completing the the project at an “A” grade level, 40% of the class at “B” level, and 10% at “C” level.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

   No modifications are planned.
Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections of the course remain aligned with area Goals.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

N/A - all sections are under thirty students.
Media Intervention Project

In your Final Media Project, you will pull together your own unique perspective on the media issues we’ve read, watched, and discussed throughout this semester. You will connect media theory to the production of media as you become a producer of media.

For your final project, you and a partner will design a media intervention that is theoretically/conceptually informed by the course materials. In other words, I am asking you to create and pitch an idea for a media project that communicates a message of your choosing, as long as it relates to course concepts. You decide what kind of media you’d like to create, and what/how it should communicate your ideas. Your media intervention should be something you could create, as students, with resources you can readily assemble (in other words, with a limited budget and access to whatever technology & expertise you can find).

You may either create an actual piece of media OR present a plan for it. That is, you might create a short video, webpage, or series of images, OR write a script for a TV show, a proposal for a new magazine or video game, a Public Service Announcement (PSA) for tv or print. Your film or film script might challenge race- and class-based stereotypes, represent an ethnic group in a different way, a webpage tutorial on media literacy, create a wiki for girl gamers, a series of ads for healthy foods or “real” size clothing, a script for a talk show on urban issues. Use your imagination. Write or shoot the kind of media you would like to see. Previous projects have included short videos about college life and women’s clothing sizes; a shooting script for an episode of How I Met Your Mother; a blog on real college life; a series of still photos on the influence of technology on kids.

I really encourage you to think about what you know. What kinds of media do you love? What kinds of media make you angry? What kinds of images do you wish you could see in media? What kinds of media made you wish you could be involved? What kind of story do you want to tell?

The purpose of the assignment is to spark thought and discussion about possibilities for creating our own media messages with the resources that are at hand. It is also an opportunity for you to engage with the course materials in a creative way: for you to explore what messages you, as a potential media maker, can create yourself.

You will work in groups of two or three for this project. You have access to the computers in class, and to recording equipment (digicams, microphones, cameras, etc. in the IRC). You have over a month to plan your project…they are due Wednesday in class, April 29. Beginning Monday, May 4, your team will present your media project to the class. Finally, each person will write their own individual short (2 pg) reflection paper about how your team worked together, what you learned in the process, and what you would do differently next time (due 5/13). The complete Final Project is 20% of your course grade.

- Final projects due Wednesday, April 29 in class.
- Presentations 5/4 – 5/11
- Two-page reflection paper on process, teamwork due last day of class, May 13.
First Year Experience:
Gender, Race & Sexuality in the Media

Course Description
In this class we will use a cultural studies approach to explore the complex role of media as it influences our ideas about ourselves and the world around us. We will develop and practice critical skills in “reading” media, and explore its dynamic relationship to contemporary issues of gender, race, class, sexuality, and youth identity. As we learn to think critically about the various types of media that surround us, we will also consider our own identities and the way they are represented in media. We will assume that culture must be studied in terms of the social relations and system through which it is produced and consumed. Finally, we will work on our own group media projects as we seek to represent ourselves with creativity and autonomy.

Introduction to FYE
This class is part of the First Year Experience (FYE), an interdisciplinary program designed to help make your transition into college a success. A key goal of the course is to help you develop the skills and attitudes needed for the intellectual engagement of college-level work. Discovery, research, critical thinking, written work, attention to the cultural diversity of the campus, and active discussion will be key parts of this course. Enrollment in FYE courses is limited in order to allow you to work closely with your professor and fellow students.

Required Texts:
All required readings will be provided on SJSU’s learning management system (LMS), Canvas. Please print out each reading and keep in a notebook or folder. You must bring weekly readings to class for discussion. For inexpensive copies, I recommend San Jose Copy at 109 E. Santa Clara (next to Chevron), (408) 297-6698.

GE Learning Outcomes - Area D1 (Social Sciences – Human Behavior; no prerequisites)
By the end of this course, students will be able to:
1. place contemporary developments in cultural, historical, environmental, and spatial contexts. GE Activities designed to meet this objective: Lectures, readings, class discussions, Twitter exercise
2. identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. GE Activities designed to meet this objective: Lectures, readings, class discussions, guest speakers
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues GE Activities designed to meet this objective: Readings, Media Intervention Project
4. recognize the interaction of social institutions, culture, and environment with the behavior of individuals GE Activities designed to meet this objective: Lectures, readings, class discussions, Media Analysis.

The 1500 word writing requirement will be met within both media projects and weekly writing assignments.
Assignments and Evaluation

20% Participation (includes 50 pts Twitter posts, in-class participation and assignments)

Required event: No Mas Bebes Por Vida film & discussion, 6 pm, Wed., March 2

15% Braindumps
25% Midterm
20% Media Project #1: Zine
20% Media Project #2: Creative Intervention

Course Learning Objectives

Upon successful completion of this course students will be able to:
1. discuss the complex role of media as it influences our ideas about women, men, and gender.
2. articulate and practice critical skills in “reading” media
3. critically evaluate the various types of media that surround us
4. discuss the relationship of media to contemporary issues of gender, race, class, sexuality, and youth identity (and understand each as a social construction).
5. consider their own identities and the way they are (or are not) represented in media.

FYE Student Learning Objectives

Upon successful completion of this FYE course, students will be able to:
1. discuss the value of higher education to individuals and society;
2. locate academic and co-curricular experiences and resources at SJSU that will help them achieve their educational goals;
3. identify the skills and attitudes that contribute to academic success as a university-level scholar and assess their own strengths and limitations in those areas; and
4. demonstrate an ability to participate actively and respectfully in class discussions and dialogues, recognizing how their own and others’ identities influence their interactions and how to bridge differences.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

BrainDumps (Reading notes) – hardcopies due in class (7@10 pts each, 15% of grade)
Good writing is arguably the single most important skill you will develop in your university education. And like any skill or talent, practice makes perfect. In this class, you will practice your writing skills by writing one page single-spaced about the assigned course reading. I call this one page of writing a "braindump" in that I encourage you to do the assigned reading, then close the book, sit in front of the computer, and "dump" your thoughts onto paper. That is, write about what you just read, what you think the author was trying to say. Then go on to evaluate whether the author communicated their ideas well, what you understood, or didn’t understand. Think about examples, counter-examples, what the ideas mean in terms of consequences, in particular circumstances. Always keep the digital file someplace safe, and print out a hard copy to turn in at the beginning of class.

Midterm Exam (100 points, 25% of grade)
A midterm exam during week eight (before Spring Break) will cover all terms, concepts, readings, and lectures up to this point.
Media projects (2 @100 points each, 40% of grade)
Students will complete two original media projects in this class. More information will be given later. 
Note: Teamwork is an important part of an SJSU education. Our second media project involves working with other students. As each assignment will explain, your individual grade is a combination of the team's overall project grade, and your peers' assessment of your contribution.

Class Participation (20%)
The strength of this course depends largely on the strength of your contributions as individuals from different backgrounds and perspectives. Each of you will participate regularly in class, in groups, and in occasional etings with me. You will also occasionally do short freewriting assignments on course reading, and in class.
- Twitter news (50 points)- In addition to regular class participation, you will follow online news on any one of the racial/ethnic/gender/sexuality communities we discuss — see the list of suggested sources on Canvas. You are expected to either browse the online site or sign up for an RSS or Twitter feed, so that you will be regularly following current news for that community. I encourage you to choose a community other than your own, but it’s up to you. Fifty points of your participation grade depends on you regularly posting news or comments to the class twitter feed #woms5 (8-10 posts total for the semester)

And finally, in terms of class, participation means:
- coming to class on time. If you come in late, enter quietly and sit near the door, minimizing distraction to the class.
- bringing the necessary materials — pen or pencil, notebook or notepad, your course syllabus, and the reading for the day.
- interacting respectfully with your peers, paying attention, listening carefully, encouraging others' contribution, and contributing when you can.
- NOT texting or surfing or facebooking. I will give you my full attention for the class period, and I expect the same in return. If I see you texting or surfing, I will ask you to leave class for the day.
- checking Canvas regularly, and posting news or comments to the class Twitterfeed occasionally.
- you must have a good email account that you check regularly. You respond (reasonably) promptly to your teammates' messages. I strongly recommend either your sjsu account, or gmail, yahoo, comcast, etc. -- I specifically discourage hotmail or aol addresses (they are more likely to be caught in spam filters). If you do use hotmail or aol, you are responsible for ensuring that any message you send is received.

Canvas (http://sjsu.instructure.com)
We will rely on SJSU’s learning management system, Canvas, for this course. You should be automatically added to the Canvas site. Please pay special attention to the opening home page for the most recent updates, and the “Modules” page for all assigned readings and assignments. You can find detailed tutorials discussing the different components of Canvas at the following links: https://community.canvaslms.com/community/answers/guides and http://www.sjsu.edu/it/ec/canvas/. For problems within Canvas, please click on the word Help in the upper right corner of the screen, and select, “Report a Problem.” You can also submit an iSupport ticket by clicking on the following link: https://isupport.sjsu.edu/ecampus.

Grading Policy
I will grade each assignment on the following scale:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>93-97</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<td>B</td>
<td>83-87</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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Classroom Protocol
You will receive more details about all of these assignments during the semester, but generally:

- **All assigned work is due at the beginning of class**, whether turned in online or in hard copy. Printing problems are not an excuse. LATE work will be downgraded a half-grade every day it is late. I strongly suggest you invest now in an inexpensive printer ($50-100) of your own if you do not have one already.

- Unless otherwise noted, all work must be typed and double-spaced in a plain 12 point font with one-inch margins all the way around the page. Except for formal essays, for EVERYTHING you turn in, please write your full name at the top right of the page, along with date and topic. Handwritten work is not acceptable, unless specifically stated in class.

- **Grade checks** – If you require a midterm grade check of any kind (athletic, EOP, fraternity/sorority, etc., personal), you must come to my office hours. I cannot guess your grade in class, or email your request. Come to my posted office hours for a quick discussion and I will sign off on your request. No exceptions.

- **My office** is in Dudley Moorhead Hall (DMH), 238A. DMH is on San Fernando Street, just two buildings down from the MLK Library. Please come by and see me during office hours at least once during the semester. Seeing your professor during office hours is an excellent habit to establish – you can ask a question, clarify your understanding of lecture material, we can just chat about how you are doing in class, or you can ask about my little girl. Office hours are part of our job as professors, and you absolutely have the right to our time.

- And finally, I assume you are adult and are in this class because you want an education. You do not need to ask my permission to leave early, go to the bathroom, etc. This also means that if you are chattering with a friend, texting, playing videogames, or are in any way disruptive to me or other students, I will ask you to leave.

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**University Policy & Resources**

**General Expectations, Rights and Responsibilities of the Student**

Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises (S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf). In general, students should always seek clarification or address concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Campus policy in compliance with the Americans with Disabilities Act:**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the

Consent for Recording of Class and Public Sharing of Instructor Material
“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent” (Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf).

Academic Integrity Statement (From Office of Judicial Affairs):
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections is a campus-wide resource offering mentoring and tutoring. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Small group, individual, and drop-in tutoring is available for a number of undergraduate courses, as well as consultation with. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at
http://www.sjsu.edu/writingcenter. You might also see this list of “Homegrown Handouts” on various writing issues and problems at http://www.sjsu.edu/writingcenter/handouts/

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Videos
Videos are regularly scheduled during class time, but can also be seen independently at the IRC, in the southeast end of Dudley Moorhead Hall. They are generally open from 8am to 9pm, but call to check at 4-2888.
# Course Schedule Spring 2016

**WOMS 5Q / Gender, Race & Sexuality in Media**

Schedule subject to change at instructor’s discretion. All readings online at the Canvas website

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## WOMS 5Q - Spring 2016 - See all readings and assignments on Canvas "Modules" page

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
<th>Terms to Know</th>
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<tbody>
<tr>
<td><strong>1</strong> M 2/1 Intro - Why Media Matters</td>
<td>Syllabus</td>
<td>Media, story</td>
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<tr>
<td>W 2/3</td>
<td>Canvas intro, icebreakers</td>
<td>Media &amp; Society - ch. 1, pgs 1-9 (On Canvas) - Bring reading to class for discussion!</td>
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<tr>
<td><strong>2</strong> 2/8 Doing Gender Braindump due, if you choose</td>
<td>OpenStax, “Sex, Gender &amp; Sexuality”</td>
<td>sex, gender, gender socialization, essentialism, social constructionism, transgender, intersexuality</td>
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<td>2/10</td>
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<td><strong>3</strong> 2/15 Defining Race Braindump due</td>
<td>Haney Lopez, “Social Construct” McIntosh, &quot;White Priv&quot; Tim Wise video (first 20 min)</td>
<td>race, essentialism, social constructionism</td>
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<td>2/17</td>
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<td><strong>4</strong> 2/22 On Sexuality Braindump due</td>
<td>Schwartz, “Gender of Sex’y” Valenti, &quot;Feminists Do It Better&quot; &quot;When You Meet a Lesbian&quot;</td>
<td>heterosexuality, homosexuality, bisexuality, transgender</td>
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<td>2/24</td>
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<td><strong>5</strong> 2/29 Media Project #1 due: Zine Braindump due Film: Codes of Gender</td>
<td>Do online quiz</td>
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<td><strong>6</strong> 3/7 Intro to Media Studies Braindump due</td>
<td>M&amp;S ch. 2 (10-30) Complete online survey</td>
<td>media, digital divide, media determinants, capitalism, media studies, pros &amp; cons of media, fears of media</td>
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<td>3/9</td>
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<td><strong>7</strong> 3/14 Analyzing Media Braindump due (6)</td>
<td>M&amp;S ch. 3 (31-53)</td>
<td>Ideology, identity, representation, interpretation, evaluation</td>
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<td>3/16</td>
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<td><strong>8</strong> 3/21 Theories of Media Braindump due</td>
<td>M&amp;S ch. 6 (94-109)</td>
<td>Contexts: production, distribution, audience. Inscribed reader, actual reader, direct effects</td>
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<td>3/23</td>
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<tr>
<td><strong>3/28</strong></td>
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<td><strong>SPRING BREAK</strong></td>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Notes</th>
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</thead>
</table>
| 4/4  | The Power of Story / The Art of Narrative  
Indig Peoples Day | M&S, ch. 17 (272-288) | narrative, point of view, narrator, narrative structure, dominant discourse, hero, heroine |
| 4/6  | MIDTERM | | |
| 4/11 | Language & Representation  
Braindump due | M&S ch. 4 & 5 (61-92) 
Anzaldua, "Wild Tongue" | language, constructionist, reflective/mimetic, discourse |
| 4/13 | | | |
| 4/18 | Masculinity & Media  
Braindump due  
Film: Tough Guise | M&S ch. 21 (379-99) 
Anzaldua, "Wild Tongue" | dominant masculinity, homophobia |
| 4/20 | | | |
| 4/25 | Signs & Semiology  
Braindump due | M&S ch. 8 (133-39) | signs, semiology, conventions, connotations, denotation |
| 4/27 | | | |
| 5/2  | Culture Jamming  
LAST Braindump due (12) | M&S ch. 14 (217-33) | culture jamming, media activism |
| 5/4  | Final Projects due | | |
| 5/9  | Student Presentations  
Last Twitter post due | | |
| 5/11 | Student Presentations | | |
| 5/16 | Last day | | |

* All text readings are from Michael O’Shaughnessy & Jane Stadler, *Media & Society*, 4th edition, Oxford: Oxford University Press,