William (Fred) Guess
OFFICE: HGH RM 222
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(and by appointment)
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Television, Radio, Film, Theatre Department
San José State University
San José, California  95192-0098

RTVF 110 ELECTRONIC MEDIA & CULTURE
SECTION 3 Fall 2014 Mon-Wed 12:00-1:15pm HGH 118
SECTION 4 Fall 2014 Mon-Wed 1:30-2:45pm HGH 118

COURSE FORMAT

1. Go to the Canvas Login URL: http://sjsu.instructure.com

2. You will see a SSO Login page. Log in with your 9-digit SJSU ID and password you use for your SJSUOne account.

3. Click LOGIN to access your Canvas account.

Assignments, except in-class quizzes, are turned in online. Please verify you can log into your Canvas account.

COURSE DESCRIPTION
The course provides a critical survey of the roles played by the electronic media in shaping the culture. Media institutions (radio, television, film, cable, Internet, print, news, etc.) are examined in terms of the information they distribute, the entertainment they provide, and the influence they bring from a number of perspectives, including historical, economic, structural, and pluralistic (religion, gender, ethnicity). Special attention is paid to improving cultural and media literacy in order to illuminate cultural structures (the media themselves and those represented therein) that lead to identifiable inequalities, the "benefits" accrued from them, the harm they normalize, and their solutions.

Course topics include (but are not limited to):
• Race, gender and class as social constructions
• Race, gender, class stereotypes in culture and how they are presented by various media
• Power, equality and inequality in American culture
• Advertising & Beauty
• Representations of masculinity, femininity, sexuality
• Cultural Studies
• Sexual Orientation and its representation in the media
• Popular Music Culture (Music videos)
• Feminist Studies
• Culture & Age
• Media Literacy
• The Internet
• Pornography
• The cultures of Video Games

COURSE PREREQUISITES
Passage of the Writing Skills Test (WST) -- Upper division standing (56 units) -- Completion of CORE GE
For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units (having own HEGIS Code).
G.E. AREA S LEARNING OBJECTIVES with COURSE LEARNING OBJECTIVES:
After successfully completing this course, students shall be able to:

G.E. LO#1—describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

COURSE LO#1—Become familiar with some of the approaches used to study media, gender, race and class. Become more culturally literate. Possess a greater understanding of our culture through examination of various production, construction and meaning-making processes (media being one of those meaning-making processes). Become more thoughtful and reflective consumers/producers of media by understanding the ongoing negotiation, interaction, and evolving relationships found in culture and how media influence those relationships. Describe how cultural groups (religious, gender, ethnic, racial, class, sexual orientation, disability, age, etc.) are defined, shaped/influenced, maintained, and proliferated by electronic mass media.

G.E. LO#2—describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

- COURSE LO#2—Become familiar with cultural milestones in history and how/why our media functioned during those milestones. Critically survey the role played by the electronic media throughout history in shaping perceptions of self and society. Identify the role and effect media have had on diversity (race, gender, and class). Examine cultural groups (government, family, church, gender, media), the information they distribute, the entertainment they may provide, and/or the influence they bring from a number of perspectives including historical, economic, structural, and pluralistic (religion, gender, ethnicity). Understand the role of the audience in these processes. Identify how these structures advantage and disadvantage various cultural groups.

G.E. LO#3—describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age);

- COURSE LO#3—Acquire a fundamental knowledge of some of the ways to participate in various “dialogues” of race, gender and class, and how these dialogues are shaped by power in terms of structural political and economic inequities. Of course, students will address how media empower and disempower various cultural groups and causes. Describe how media are—or can be—used by cultural groups (religious, gender, ethnic, racial, class, sexual orientation, disability, age, etc.) to create greater equality and social justice in the U.S. Develop an awareness of, and sensitivity towards the various ways race, gender and class impact both media content and audience interpretations of media content.

G.E. LO#4—recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

- COURSE LO#4—Recognize and appreciate constructive (prosocial) electronic media messages and content that promote understanding between people and groups from varying cultural, racial, and ethnic groups. Demonstrate improved media literacy skills in order to empower themselves to operate effectively and efficiently in their culture, allowing them to occupy more powerful positions in the creation and maintenance of the culture’s definitions of them and their lives, leading to an amelioration of media- and technology-supported inequalities.

RTVF STUDENT LEARNING OBJECTIVES
Performance Outcomes B.A. In Radio-Television-Film

Upon successful completion of this course, students will be able to objectives 1, 3 and 5:
(SLO#1) Student Learning Objective #1: Become media literate: Know the history, processes and current structure of the electronic media, its ethical parameters, and the social and political effects of electronic and mass communication (radio, television, film) on a audience.

(SLO#2) Student Learning Objective #2: Tell meaningful stories through production of good narratives in radio, television, and film. Appreciate the art and aesthetics of media.

(SLO#3) Student Learning Objective #3: Communicate information and entertainment to diverse cultures using radio, television and film. Be sensitive to the ways and processes of, and the attitudes held by races, religions, political and social groups that are not their own.

(SLO#4) Student Learning Objective #4: Understand how to plan, produce, write and direct radio, television and film/cinema projects. Achieve professional-level skills of production. Select and operate video/television, film, and audio/radio technologies.

(SLO#5) Student Learning Objective #5: Determine what type of information is needed for a research question, problem, or issue, and be able to retrieve, evaluate and effectively use such information to produce scholarship and production in radio, television, and film.

REQUIRED READING AND MATERIALS:

1. READINGS/STUDY GUIDES / COURSE FORMS: You will be expected to read articles, watch videos or listen to podcasts assigned in class. I will at times show video clips or programs that are not listed on the syllabus, but are relevant to our discussion. I will post links and information of these clips in Canvas. If you miss a class, it is your responsibility to check Canvas for these clips.

2. ONLINE: We will be using Canvas extensively for both class work and for contacting each other. Students are required to maintain an active computer account for electronic mail and other computing services. Even if you already have access to the Internet and an email account at home, you must still gain access through San Jose State. Many of the test and correspondents will be done through Canvas, please make sure you have learned to activate it and are checking it regularly. IT IS IMPORTANT THAT YOU UPDATE YOUR MYSJSU TO REFLECT YOUR CORRECT EMAIL ADDRESS.

IN CLASS: There will be in-class exercises, screenings, video and audio presentations. If you miss class, you are still responsible for this information.

COURSE REQUIREMENTS AND EXPECTATIONS:

1. ONLINE PARTICIPATION: Engage with your fellow students and me online. We all know that students learn more from active engagement with each other, more so than from passive listening to the teacher's lectures. I will prompt the class at certain times in the semester to contribute to a discussion based on a topic that I choose. If you see a story, blog, video or any related media related to the discussion topic, you may post a link in the discussion area of canvas. For each discussion posting you must contribute at least 75 words. Your word count can be done in one posting or over multiple posting on the same topic. That is 75 words for each individual topic of discussion and that does not include quotes or links. You are free to use this area to comment or discuss topics from class.

2. QUIZ-TESTS: There will be two quizzes giving in class. A missed quiz will result in the score of zero. Each quiz will be a review on the information covered in the
class, including lectures, slides, video clips and films, up to the date of the quiz. You will know EXACTLY when these exams are scheduled by the first week of the semester. Plan ahead.

3. **MOVIE CRITQUES:** Four one page critiques of specific movies stated below. These are not book reports, but a critical look of the movies shown in the class, the topics and issues they cover and how this information is presented. Your critique should tie in information presented during the class lectures. Also, you are free and encouraged to express your opinions and feelings in these critiques.

4. **Rate the Rating System Paper.** After viewing *This Movie Not Rated Yet*, you will write a two page essay based off this movie. This is not a book report; I am not looking for a summary of the movie. This paper is for you to present a point of view and/or argument either in favor or against the issues brought up in the movie. I want you to express your opinion and feelings dealing with the issues around MPAA and rating system. You will need to compare the MPAA rating system against similar systems in another country. Some question to help you along the way: Is it a fair system? Is it a relevant system? Should there be a rating process at all? Can the rating system be viewed as economic censorship? Two outside references related to the issue is required. The paper should be at least 2 pages and over 500 words.

**Assignments:** Assignments will be posted in Canvas.

1. **Media Inventory:** In this assignment you will take and inventory of all the mass media devices (the channel) that you own that can be used to transmit the message of mass communications. In the exercise you are going to list the channel, forms of communication that the devices can be used for, the communication features and/or functions and how you actually use the devices. This information is to be compiled in a spreadsheet and I will give an example in class.

2. **CULTURE TARGET (2 pages)** This assignment requires you to create a hierarchy of the cultures to which you are a member or cultural roles you currently assume. This will give you the opportunity to step back and assess how you are spending your time and what kind of life you are creating.

3. **Media Diary:** For 5 days keep a diary in which you log all your media use. Record the medium you used, when you used it, and what kind of material you were consuming (i.e., what show you were watching, which book you were reading, what social media network you were posting to). Record and calculate the total amount of time you spent with each medium (newspapers, books other than textbooks, magazines, recorded music, radio, television, movies, and the Internet) per day. Include moments your focus was directed to a message that you did not intentionally perceive; such as stopping to read headline that caught your eye, even though you had no intention to purchase a newspaper that day. State what the intended outcome was for accessing and/or consuming the media: news, entertainment, education, social,
business and so on. You will also be looking for stereotypes repeated during your viewing.

4. **Media consumption paper.** Looking at the data you collected from the Media Diary and Media Inventory assignment, you will write a paper based on these findings; summarizing what you have found. In the paper I will ask you to also examine the cost of the media to you personally, both in time and money. How has your access to media and usage of it has change over your life? Does the amount of usage have an effect on yourself or how you see the world? Also, what are the competitors and alternatives? The paper should be at least 2 pages and over 500 words.

5. **Cultural Video Interview**
   Interview students on campus to discover how they identify themselves and also how these identities are represented in the media. This will be done in teams made up from the class. You will check equipment out form IRC or the RTVF Checkout Room.

6. **Media Literacy Exercise—Advertising Headlines**
   You are employed at an advertising agency and have been assigned to help with a campaign for a new line of vitamin pills. Write four different headlines for the target groups below. Briefly explain why each of your headlines will appeal to your target audience.

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**Writing: DO NOT PLAGIARIZE.** No content copied/purchased off the Internet. Use the library for your research. Please provide references for ALL your researched information. Your writing will be assessed for correctness, clarity, and conciseness. Familiarize yourself with academic integrity and grading/assessment policies (see below).

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<tr>
<th>Grade Break Breakdown</th>
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<tr>
<td>Culture Target</td>
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<td>10</td>
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<td>Cultural Video Interview</td>
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<td>Quizzes 10pts ea. (x)2</td>
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<td>Final will be ONLINE in Canvas.</td>
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<td>ONLINE DISCUSSIONS 5pts ea. (x)4</td>
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<td>Media Inventory</td>
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<td>Media Diary</td>
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<td>Media Consumption Paper</td>
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<td>Rate the Rating System Paper</td>
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<td>Movie Critiques: 5pts ea. (x)4</td>
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Late Papers: Late papers or homework assignments will be accepted only for full credit in cases of an emergency. Late papers will lose 10 percentage points for every day late before being graded until the value of 0 is reached.

"TRFT encourages student participation in department activities. However, if you are in a course or production activity that will present conflicts with your other courses and projects at any point in the semester, plan your time accordingly. This especially applies to your own production work or other student's productions. Be proactive: discover what those conflicts will be, contact your professors well in advance to discuss your options for staying current in ALL courses, especially if you are asked to miss a class meeting. No class and its requirements take precedence over another. Your participation in each course is required and valued by your faculty and classmates."

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### RTVF110 / ELECTRONIC MEDIA & CULTURE
#### FALL 2014 COURSE SCHEDULE

*This schedule is subject to change with fair notice; changes will be announced in class.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>8/25 &amp; 8/27</td>
<td>Introduction to Course</td>
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<td>Lecture: Living in the Media World and Communication Models.</td>
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<td><strong>Assignment .01:</strong> Access Canvas and find the Syllabus</td>
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<td><strong>Assignment 1:</strong> Electronic Medium Inventory due 9.3</td>
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<td><strong>Due:</strong> Assignment 1 Electronic Medium Inventory (9/03)</td>
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<td><strong>Assignment 2:</strong> Culture Target due 9.17</td>
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<td><strong>Due:</strong> Assignment 2, Culture Target (9/17)</td>
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<td><strong>Online Discussion 1 – 9/10</strong></td>
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<td>5</td>
<td>9/22 &amp; 9/24</td>
<td><strong>Movie: Miss Communication</strong></td>
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<td><strong>Assignment 3:</strong> Media Diary</td>
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<td>6</td>
<td>9/29 &amp; 10/01</td>
<td>Lecture: Audio</td>
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<td><strong>Movie: Afropunk</strong></td>
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<td><strong>Due:</strong> Miss Communication critique (10/01)</td>
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<td><strong>Quiz 1 (10/01)</strong></td>
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| 7    | 10/06 & 10/08 | Lecture: Movies (just like real life, but only better)  
**Due:** Assignment 3 (10/06) |
| 8    | 10/13 & 10/15 | **Movie: This Movie Not Rated**  
**Assignment 4:** Rate the Rating System Paper.  
**Due:** AfroPunk Critique (10/15)  
**Online Discussion 2 – 10/15** |
| 9    | 10/20 & 10/22 | Lecture: TV (my best friend)  
Star Trek and Beyond |
| 10   | 10/27 & 10/29 | Lecture: Video Games  
**Due:** Paper: Rate the Rating System (10/29)  
**Movie: Playing Columbine** |
| 11   | 11/03 & 11/05 | **Movie: Playing Columbine (Cont.)**  
Internet/Social Media |
| 12   | 11/10 & 11/12 | Lecture: Branding and Selling the Message (Nothing is free, but call now and we will throw in a second message for free)  
**Due:** Playing Columbine Critique (11/12)  
**Online Discussion 3 – 11/12**  
**Quiz 1 (11/12)** |
| 13   | 11/17 & 11/19 | **Movie: Greatest Movie Ever Sold**  
**Assignment 6:** Ad Headline Assignment |
| 14   | 11/24 & 11/26 | Lecture: Public Relations  
Online Reading: Propaganda  
**Due:** Greatest Movie Ever Sold Critique (11/26) |
| 15   | 12/01 & 12/03 | Lecture: Media Ethics, Law, Free Speech and Fairness.....?  
**Due:** Assignment 5 Ad Headlines (12/03)  
**Movie: Copyright Criminals** |
| 16   | 12/08 & 12/10 | **Movie: Copyright Criminals (Cont...)**  
**Online Discussion 4 – 12/08** |
GENERAL COURSE GUIDELINES (THE FINE PRINT):

LIBRARY LIASON: Our department is assigned a librarian who specialized in our disciplines’ information. You might meet him when he makes presentations in various RTVF classes. If you need help with researching a topic at the library, you may contact him for assistance.

Paul Kauppila  
Voice: (408) 808-2042  
Email: Paul.Kauppila@sjsu.edu

COMPUTERS: I fully understand the concept of multi-tasking. I hardly do one thing at a time myself anymore. So if you want to use a computer during class, that's fine. I'm hoping it will be to take notes for class or look things up for the professor. If you bring and use a computer in class, out of courtesy, please sit at the back of the room so you don't distract your fellow classmates and make sure the sound is turned off. Be prepared to be called upon to look things up since you have chosen to be online.

STUDENT TECHNOLOGY RESOURCES: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

CELL PHONES: No phone calls or text messaging in class, please. Your Professor turns off his phone during class (not just on vibrate--COMPLETELY OFF.) He expects you to do the same. Surely the world can wait a few short hours for you to call back.

GRADES: The Department of Television, Radio, Film and Theatre reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure

You do not automatically "get" the grade of "A" just because you had good attendance and completed all assignments; you have to do an EXCELLENT job on all of your work to EARN an "A". For more details on how papers and participation are graded, please refer to COURSE GRADING / ASSESSMENT GUIDELINES. Please do not email me and ask me to send your grades to you early. Log on to the SJSU system to view your grades once they are posted. Thanks.

LATE PAPERS: Papers are due on time and online. Athletes and performers: If a scheduled competition or performance conflicts with a class deadline, you must make arrangements to turn in your work before NOT after the due date.

ABSENCES: It is your responsibility to contact other class members to find out what you have missed. To receive an excused absence for an exam, it will be your responsibility to provide documentation for legitimate medical or personal emergencies.

INCOMPLETES: I cannot issue a grade of I (Incomplete) unless arrangements have been made with me before the last day of class (NOT during or after the final exam.) In addition, don't expect the university to give you a "W" (withdrawal) if you disappear from school. They won't do it. Instead, you will get a grade of "U" for the course, which is the same as getting the grade of "F." So if you must leave, please drop the course officially through the admissions and records office. Recently, students have been mysteriously dropped from the class roster. It usually has something to do with when/how you pay your fees. I would advise you check your record (online) to confirm you are still in the class after the third week or so.

DROPPING AND ADDING: Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html . Information about late drop is available at
http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

ACADEMIC INTEGRITY: Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

Cheating: At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism: At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to: The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work; and representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own. Double-dipping: If you would like to include in your papers any material you have submitted (or plan to submit) to another class, please note that SJSU's Integrity Policy requires approval by both instructors.

FOR STUDENTS WHO NEED ADDITIONAL HELP: San Jose State University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of assistance in this course, please tell the instructor as soon as possible so that we can make the necessary accommodations. Presidential Directive 97-03 describes the University's policies and guidelines for securing accommodations for students with disabilities, as well as the procedures for resolving disputes. It is the purpose of this directive to assure that SJSU continues to comply with federal and state legislation and California State University policies regarding the provision of services to
students with disabilities. Again, 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 your Professor as soon as possible, or see her during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

LEARNING ASSISTANCE RESOURCE CENTER (LARC): The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU WRITING CENTER: The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at www.sjsu.edu/writingcenter/about/staff/.

PEER MENTOR CENTER: The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

ACCESS TO YOUR PROFESSOR: Finally, you should never, ever, have questions or doubts about what you should be doing and learning in this class. I invite you to my office hours. It is your responsibility to come to me with comments and questions. I will not know if you have problems otherwise. Please do not wait until a situation becomes a crisis before consulting me. I keep my office hours and will inform you in advance of those times when I cannot maintain them. I do make appointments outside my office hours by arrangement. Look around you and realize that I maintain a very heavy student load (very large classes and lots of advisees). Nevertheless, this does NOT mean I am uninterested or too busy to interact with you. I care about the success of ALL students and ask your patience as I try to accommodate as many as is possible.

OPTIONAL: To find out more about our department, you can check out our Web site: rtvf.info

*The instructor reserves the right to add to/alter the assignment requirements, due dates, and/or percentage values with advanced notice.

**Some of the assessment language used in course materials have been copied with permission or are public domain information.

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.