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AP-2/15/11

Send Info. - 4/19/11

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: COMM 150: Aesthetics and Theory of Communications Media

Instructor(s) of Record: James S. Lenze, Ph.D., Professor, Communications Media

Phone: 724-357-3779

Email: jlenze@iup.edu

A. Provide a brief narrative rationale for each of the items.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Lenze holds a bachelors degree in Communications Media from the Indiana University of Pennsylvania. He co-developed and taught within the Technical Communication undergraduate program at Lawrence Technological University in Southfield Michigan for three years. He also assisted in the development of an associates in Communication at Mott Community College in Michigan. Ph.D. in Instructional Systems Design from Penn State. He has over been developing distance education materials or teaching online since 1993. He has published consistently in the field of distance education since 1993. He has been the instructor of record for COMM 614, COMM 302, COMM 201 and COMM 103 at IUP. He has successfully taught each of these courses. He has been invited to serve on numerous committees at IUP and the University of Michigan-Dearborn because of his expertise in developing curriculum for distance education.

2. How will each objective in the course be met using distance education technologies?

As this is a theoretical course the outcomes reflect broad sweeping attributes of the overall topic of aesthetics and theory in mediated materials. Throughout theoretical principles and concepts will be introduced. An objectivist and constructivist methodology will be used cohesively to present these ideas. The objectivist components will cover and assess foundational knowledge, such as definitions of key terms, descriptions of theories, principles, and concepts. The constructivist component will incorporate assignments that assess the student's ability to analyze and critically think and apply the base information. A variety of methods will be used for the delivery of course content, feedback to students, interactions, and assessments. The methods include the use of the LMS (Learning Management System) and its discussion forums, assignment management and quizzing feature. The methods for how these will be applied to each objective are described in detail below.

1. *Investigate and analyze the theoretical principles, review classical or contemporary examples, and explore future possibilities in visual and aural expression.*

Students will receive the content through the course texts and online course materials. As a part of completing the course, students will participate in online discussions using LMS forums and submit modular assignments via the LMS assignment tool for practice and feedback. Student attainment of this objective will be measured by student performance including assignments, mid-term and final, using the LMS assessment tool.

2. *Obtain a basic understanding of related terminology (nomenclature) both applied and theoretical.*

Students will receive this content through the course texts and the online course materials. Students will review these concepts through the completion of vocabulary worksheets. Students will receive feedback on their use of the vocabulary through the completion of assignments and projects. Students will be assessed on this objective through successful completion of the nomenclature assignments and the mid-term and the final utilizing the LMS assessment tool.

3. *Understand the basic principles of perception, memory, concept learning, motivation, attitude change and other attributes as related to mediated materials production.*

Students will receive this content through the course texts and the online course materials. Students will review the concepts through the completion of worksheets and assessments. Students will be assessed on these objectives through the successful completion of the assignments as well as the midterm and final utilizing the LMS assessment tool.

4. *Experience and analyze exemplary visual and aural products, understanding the forces which bring about the needs for these products and the impact the products obtain.*

Students will receive this content through the course texts and the online course materials. Students will review this concept through the completion of course materials and receive feedback on their understanding of the foundational knowledge of the main topic (aesthetics and theory). Students will be assessed on this objective through the completion of assignments, a midterm and final utilizing the LMS assessment tool.

5. *Determine, through self-exploration and reflection, your potential imaginary ability and career preferences.*

Students will receive this content through the course texts and the online course materials. Students will review this concept through the completion of course materials and receive feedback and assessment via a discovery and writing assignment.

6. *Gain knowledge and understanding of the key concepts on aesthetics and communication theory from the course text and class discussions.*

Students will receive the content through the course texts and online course materials. During the course students will participate in online discussions using the LMS forums and submit modular assignments via the LMS assignment tool for practice and feedback. Student attainment of this objective will be measured by student performance on assignments, a mid-term and final given using the LMS quiz assessment

3. How will instructor-student and student-student, if applicable, interaction take place?

Email

Email should be used for discussing personal course related issues such as illness, scheduling, grades, etc. Using email provides another outlet for students to communicate other than phone. IUP's Email Policy Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their IUP email accounts and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so. The full policy can be accessed at: <http://www.iup.edu/itsupportcenter/howto.aspx?id=14583>.

Office Hours

Office hours are available to meet with students face-to-face (personally), by phone or by another means determined mutually by the instructor and student. All meetings will be by appointment only.

Office Phone

Office phone will be available to students for contacting the instructor. It is recommended that an answering machine and/or voicemail be used in conjunction with the office phone.

LMS Specific Communications

This section addresses the use of communication technologies inherent to LMS.

Chat Room

The chat room will not be used to communicate with students. However the instructor may determine based on individual need, that the chat room may be used to assist a student. The forums are aligned to assignment and course related questions. In addition, personal contact on personal needs that impact a student's involvement in a course will best be suited to a phone call, email, or face-to-face meeting.

Forums

Forums will be used to facilitate discussion around the course in general in addition to assignments. Using forums helps to facilitate discussion among classmates, as well as, demonstrate peer sharing of knowledge and experiences.

Wimba

Wimba will not be used to communicate with students. However the instructor may determine based on individual need, that Wimba may be used to assist a student. The forums are aligned to assignment and course related questions. In addition, personal contact on personal needs that impact a student's involvement in a course will best be suited to a phone call or email.

Student to Student

Student-student communications will occur through activity in the discussion threads. Students, as part of their discussion thread assignment, are to respond to a minimum of 2 classmates posts with constructive comments and ideas.

4. How will student achievement be evaluated?

COMM 150 has the following online evaluation activities:

Discussion Threads (5%) – Each lesson has an accompanying discussion thread with a question, case scenario, or activity associated. Students will be responsible for posting a response to the thread and also responding to a minimum of 2 student's posts.

Assignments/Papers (35%) – Each week will include at least one assignment related to the readings. Either an activity and/or paper will be completed that reflects important concepts from the week's lesson(s). These papers will be uploaded into the LMS for review by the instructor.

Aesthetics Project (15%) – This two part assignment will help you build a comprehension of the main ideas of aesthetics.

Midterm (20%) – The students will be given a comprehensive test in the third week of the course. The exam will include multiple-choice, true-false, short answer, and short essay. The mid-term will cover the Laughey book.

Final (25%) – The students will be given a comprehensive test in the fifth week of the course. The exam will include multiple-choice, true-false, short answer, and short essay. The final will cover Zettl.

5. How will academic honesty for tests and assignments be addressed?

The following statement will be provided in the course syllabus:

Indiana University of Pennsylvania expects a full commitment to IUP's Academic Integrity Policy from each student.

Students are expected to keep all quiz information completely confidential. Students are not permitted to print, copy, replicate, show, discuss, consult, or share information about the items or their answers before, during or after taking the quiz exam. Violations of this policy will result in failure, suspension or expulsion for all students involved.

Assignments will be given that are due frequently throughout the semester.

Online quizzes will take advantage of the security features available through The LMS, which include: timed testing, random question selection, and a secure testing window.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

See next page

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

B. Anderson 1-28-11
Signature of Department Designee Date

Endorsed:

May Ann Raffeth 1-31-11
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Schriest 3-14-11
Signature of the Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as a distance education course Rejected as a distance education course

Signature of Provost Date

Forward form and supporting materials to Associate Provost.

COMM 150 Syllabus of Record

SYLLABUS OF RECORD

I. Catalog Description

COMM 150: Aesthetics and Theory 3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Prerequisites: COMM 101

Examine the theoretical assumptions of sight, sound and motion as applied to the design of communication products for different media formats. Within the course, strategies for creative composition are demonstrated. The psychological and physiological implications of images are discussed.

II. Course Outcomes:

Students will be able to

1. Investigate and analyze the theoretical principles, review classical or contemporary examples, and explore future possibilities in visual and aural expression;
2. Obtain a basic understanding of related terminology (nomenclature) both applied and theoretical;
3. Understand the basic principles of perception, memory, concept learning, motivation, attitude change and other attributes as related to mediated materials production;
4. Experience and analyze exemplary visual and aural products, understanding the forces which bring about the needs for these products and the impact the products obtain;
5. Determine, through self-exploration and reflection, your potential imaginary ability and career preferences; and
6. Gain knowledge and understanding of the key concepts on aesthetics and communication theory from the course text and class discussions.

Student Outcomes Assessment Matrix

COE&ET Conceptual Framework	Program Objectives	Course Objectives	Assessment Technique
			Midterm/Final
1 – 2 – 3	1 – 2 – 3 – 4	1	Homework Participation Theoretical Principles Assignments and Assessments
	1 – 2 – 3 – 4		Midterm/Final
1 – 2 – 3		2	Homework Participation Nomenclature Assignments and

1-2-3	1-2-3-4	3	Assessments Midterm/Final Homework Participation Mediated Materials Production Assignments and Assessments
1-2-3	1-2-3-4	4	Homework Participation Visual/Aural Analysis Assignments Self/Career Exploration and Reflection
1-2-3	1-2-3-4	5	Self-Test Exercises/Assessments Professional Interview
1-2-3	1-2-3-4 5	6	Homework Participation Assignments and Assessments

III. Course Outline

Units	Readings	Assignment(s)	Hours
Unit 1: Introduction to Media Theory	Laughey Chapter 1: Pages 1-4 Chapters 2, 3, 8, and 10	<ul style="list-style-type: none"> • Definition Worksheet Assignment 1 • Discussion Thread Post • Discussion Thread Responses 	6
Unit 2: Structuralism, Interactionism, and Feminism	Laughey Chapters 4, 5, and 6	<ul style="list-style-type: none"> • Definition Worksheet Assignment 2 • Discussion Thread Post • Discussion Thread Responses 	7
Unit 3: Politics and Consumerism	Laughey Chapters 7 & 9	<ul style="list-style-type: none"> • Definition Worksheet Assignment 3 • Discussion Thread Post • Discussion Thread Responses • Mid-Term Exam 	8

Unit 4: Introduction to Aesthetics of Media	Zettl Chapter 1	<ul style="list-style-type: none"> • Definition Worksheet Assignment 4 • Career Exploration • Discussion Thread Post • Discussion Thread Responses 	7
Unit 5: The 1st and 2 nd Dimensions	Zettl Chapters 2, 4, 6, and 7	<ul style="list-style-type: none"> • Definition Worksheet Assignment 5 • Discussion Thread Post • Discussion Thread Responses 	6
Unit 6: The 3 rd – 5 th Dimensions	Zettl Chapters 9, 12, 13, 15	<ul style="list-style-type: none"> • Definition Worksheet Assignment 6 • Discussion Thread Post • Discussion Thread Responses 	8
Final Exam			Finals Week

IV. Evaluation Methods

COMM 150 has the following evaluation activities:

- Discussion Threads (5%) – Each lesson has an accompanying discussion thread with a question, case scenario, or activity associated. Students will be responsible for posting a response to the thread and also responding to a minimum of 2 student's posts.
- Assignments/Papers (35%) – Each week will include at least one assignment related to the readings. Either an activity and/or paper will be completed that reflects important concepts from the week's lesson(s).

- **Aesthetics Project (15%)** – In this assignment students will analyze five excerpts of different media (film, graphic novel, radio production, video game, music video), describe the aesthetics of each and discuss their impact on audience.
- **Career Exploration (5%)** - In this assignment students will explore careers related to media (especially media aesthetics) and prepare a hypothetical job description for their ideal position.
- **Midterm (15%)** – Students will be given a comprehensive test in the third week of the course. The exam will include multiple-choice, true-false, short answer, and short essay. The mid-term will cover the Laughey book.
- **Final (25%)** – Students will be given a comprehensive test in the fifth week of the course. The exam will include multiple-choice, true-false, short answer, and short essay. The final will cover Zettl.

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

An attendance policy be developed by individual faculty and included in student syllabi.

VII. Required textbooks, supplemental books and readings

- **Key Themes in Media Theory** by Dan Laughey. (McGraw-Hill)
ISBN-10: 033521813X
- **Sight Sound Motion: Applied Media Aesthetics (6th Ed.)** by Herbert Zettl. (Cengage Learning)
ISBN-10: 0495802964

VIII. Special resource requirements

There are no special resource requirements for this course.

Bibliography

- Adams, B. (2003). "Where does computational media aesthetics fit?" Multimedia, IEEE **10(2)**: 18-27.
- Adams, B. and S. Venkatesh (2003). Weaving stories in digital media: when Spielberg makes home movies, ACM.
- Bertelsen, O. and S. Pold (2004). Criticism as an approach to interface aesthetics, ACM.
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- Cover, R. (2004). "New media theory: electronic games, democracy and reconfiguring the author–audience relationship." Social Semiotics **14(2)**: 173-191.
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- Hoffmann, R. and K. Krauss (2004). A critical evaluation of literature on visual aesthetics for the web, South African Institute for Computer Scientists and Information Technologists.
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- Jensen, K. (2007). "Mixed media: from digital aesthetics towards general communication theory." Northern Lights 5(1): 7-24.
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- Munster, A. (2006). Materializing new media: embodiment in information aesthetics, Dartmouth College.
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- Peng, W., Y. Chiang, et al. (2008). Aesthetics-based automatic home video skimming system, Springer-Verlag.
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Zettl, H. (2009). Video basics, Wadsworth Pub Co.

COMM 150 Distance Education Syllabus

COMM 150: Aesthetics and Theory of Communications Media

Instructor: TBA

Office Hours: TBA. The instructor will provide a survey to poll the class and identify a set of office hours that are most convenient to the greatest number of students.

Contact Information

Office: Room 121, Stouffer Hall, Indiana, PA 15705-1080

Office Phone: 724.357.2492

Office Fax: 724.357.5503

E-mail: TBA

Course Description

Examine the theoretical assumptions of sight, sound and motion as applied to the design of communication products for different media formats. Within the course, strategies for creative composition are demonstrated. The psychological and physiological implications of images are discussed.

Course Outcomes

1. Investigate and analyze the theoretical principles, review classical or contemporary examples, and explore future possibilities in visual and aural expression;
2. Obtain a basic understanding of related terminology (nomenclature) both applied and theoretical;
3. Understand the basic principles of perception, memory, concept learning, motivation, attitude change and other attributes as related to mediated materials production;
4. Experience and analyze exemplary visual and aural products, understanding the forces which bring about the needs for these products and the impact the products obtain;
5. Determine, through self-exploration and reflection, your potential imaginary ability and career preferences; and
6. Gain knowledge and understanding of the key concepts on aesthetics and communication theory from the course text and class discussions.

Student Outcomes Assessment Matrix

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1 – 2 – 3	5	2	Homework Participation Nomenclature Assignments and Assessments
			Midterm/Final
1 – 2 – 3	1 – 2 – 3 – 4	3	Homework Participation Mediated Materials Production Assignments and Assessments
			Homework Participation
1 – 2 – 3	1 – 2 – 3 – 4	4	Visual/Aural Analysis Assignments
			Self/Career Exploration and Reflection
1 – 2 – 3	1 – 2 – 3 – 4	5	Self-Test Exercises/Assessments
	1 – 2 – 3 – 4		
1 – 2 – 3	5	6	Homework Participation Assignments and Assessments

Text and Materials

Required

- Key Themes in Media Theory by Dan Laughey. (McGraw-Hill)
 - ISBN-10: 033521813X
- Sight Sound Motion: Applied Media Aesthetics (6th Ed.) by Herbert Zettl. (Cengage Learning)
 - ISBN-10: 0495802964

Optional

- Headphone and a microphone that are computer enabled. Can be two separate devices or a headphone/microphone combination. Though it is not required for the course, if you choose to use Wimba you will need this equipment.

Required Technology Skills and Software

Technology Skills



As a student enrolled in this class you should already be able to:

- Navigate within the LMS and use its associated tools, including discussion/chat, quizzing, and submission features
- Access information via the Web
- Use Internet based communication tools, specifically e-mail
- Use a word processing software and save in .doc(x) and/or .rtf
- Demonstrate appropriate online conduct (netiquette – proper online etiquette)

Required Technology Skills and Software (cont.)

Software

The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking one of the following links:

- Adobe Reader - 
- Adobe Flash Player - 

Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's student helpdesk at 724.357.4000 between 7:30 AM and 5:30 PM (EST) Monday through Friday. Be prepared to give specific details regarding your technical issue(s), including what you were doing before the problem occurred and the exact text of any messages that you may have received in conjunction with the issue.

If your issue is not during helpdesk hours then you can submit your request via e-mail:

- it-support-center@iup.edu

OR via electronic form available at:

- <http://www.iup.edu/itsupportcenter/help/default.aspx>

Support Websites

- IT Support: <http://www.iup.edu/itsupportcenter>
- Moodle: <http://www.iup.edu/moodle>

Software Functionality Support

The IUP PATH (Project Assignment and Technology Help) Lab is available to all IUP students (grad and undergrad alike) for software assistance on class assignments. In addition we have a collaboration room to accommodate up to 8 team members working on a class project. We are located in Pratt Hall, Room 101. Though reservations are not required they are strongly encouraged; however please feel free to call with inquiries based on your needs. Make an appointment by calling 724.357.4078 or e-mail: my-success@iup.edu. IUP Website Keyword: PATH or Facebook Keywords: IUP PATH Lab.

- Direct Link: <http://www.iup.edu/page.aspx?id=90292>

Participation Requirements

Attendance

This course operates differently than a traditional classroom setting and assessment of attendance is calculated differently. Course participation and completing assignments by assigned due dates will represent attendance for this course.

Course Participation

Course modules will be assigned on a weekly basis according to the Course Schedule section of the syllabus and include objectives, lesson guide, and expectations for completing homework assignments. You are expected to actively participate in all aspects of the course. This includes completion of assigned readings, homework assignments, and tests or quizzes and participation in online discussions.

You are required to submit your assignments by 11:59 PM EST on the day the assignment is due. A list of due dates is available in the course schedule section of this syllabus. Late work will not be accepted.

Online Etiquette

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten. The following guidelines apply:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to discussion topics so as to not repeat information.
- Focus on one topic at a time when chatting or posting to discussions.
- Remember that unlike in face-to-face learning environments what you say in discussions and chats is documented and available to be revisited. Choose your words and discussion topics carefully.
- E-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within e-mail.
- Avoid being too confrontational when commenting on other students' work. However, this doesn't mean you should avoid posting constructive criticism.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise me in the first week of the semester regarding the disability and the desired accommodations.

Assistance for individuals with disabilities is available through IUP Disability Support Services at

<http://www.iup.edu/disabilitysupport> or at 724.357.4067.

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Academic integrity means:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Using unauthorized materials and resources during quizzes and tests.
- Possessing course examination materials without the prior knowledge of the instructor.
- Plagiarizing, using papers, dissertations, essays, reports, speeches, and oral presentations, take-home examinations, computer projects, and other academic exercises or passing off of ideas or facts beyond common knowledge, without attribution to their originators.
- Engaging in behaviors that are disruptive or threatening to others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that the IUP faculty uses a variety of technologies to check the authenticity of student work.

Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures.

Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies at

<http://www.iup.edu/registrar>.

Grading

This course will use the following grading scale:

- A - 90-100%
- B - 80-89%
- C - 70-79%
- D - 60-69%
- F - 0-59%

Evaluation Methods

COMM 150 has the following evaluation activities:

- Discussion Threads (5%) – Each lesson has an accompanying discussion thread with a question, case scenario, or activity associated. Students will be responsible for posting a response to the thread and also responding to a minimum of 2 student’s posts.
- Assignments/Papers (35%) – Each week will include at least one assignment related to the readings. Either an activity and/or paper will be completed that reflects important concepts from the week’s lesson(s).
- Aesthetics Project (15%) – In this assignment students will analyze five excerpts of different media (film, graphic novel, radio production, video game, music video), describe the aesthetics of each and discuss their impact on audience.
- Career Exploration (5%) - In this assignment students will explore careers related to media (especially media aesthetics) and prepare a hypothetical job description for their ideal position.
- Midterm (15%) – Students will be given a comprehensive test in the third week of the course. The exam will include multiple-choice, true-false, short answer, and short essay. The mid-term will cover the Laughey book.
- Final (25%) – Students will be given a comprehensive test in the fifth week of the course. The exam will include multiple-choice, true-false, short answer, and short essay. The final will cover Zettl.

Detailed Course Outline

Units	Readings	Assignment(s)	Hours
Unit 1: Introduction to Media Theory	Laughey Chapter 1: Pages 1-4 Chapters 2, 3, 8, and 10	<ul style="list-style-type: none"> • Definition Worksheet Assignment 1 • Discussion Thread Post • Discussion Thread Responses 	18
Unit 2: Structuralism, Interactionism, and Feminism	Laughey Chapters 4, 5, and 6	<ul style="list-style-type: none"> • Definition Worksheet Assignment 2 • Discussion Thread Post • Discussion Thread Responses 	20
Unit 3: Politics and Consumerism	Laughey Chapters 7 & 9	<ul style="list-style-type: none"> • Definition Worksheet Assignment 3 • Discussion Thread Post • Discussion Thread Responses • Mid-Term Exam 	24
Unit 4: Introduction to Aesthetics of Media	Zettl Chapter 1	<ul style="list-style-type: none"> • Definition Worksheet Assignment 4 • Career Exploration • Discussion Thread Post • Discussion Thread Responses 	21
Unit 5: The 1st and 2 nd Dimensions	Zettl Chapters 2, 4, 6, and 7	<ul style="list-style-type: none"> • Definition Worksheet Assignment 5 • Discussion Thread Post • Discussion Thread Responses 	18
Unit 6: The 3 rd – 5 th Dimensions	Zettl Chapters 9, 12,	<ul style="list-style-type: none"> • Definition Worksheet Assignment 6 	24

	13, 15	<ul style="list-style-type: none">• Discussion Thread Post• Discussion Thread Responses	
Final Exam			10

COMM 150 Sample Lesson

Assignment 4 – You the Consumer

Overview

Reflect your consumer tastes from high school and college by creating two collages. Each collage should contain images reflecting your consumer preferences for that time period respectively. Then answer the following questions based on your self-analysis while applying Bourdieu's habitus theory:

- Compare and contrast your consumer preferences. How have they changed? Stayed the same?
- What new consumer tastes have you developed, if any? (i.e. You like a different brand/style of clothing then you did in high school.) Why do you think you came to like the new products?
- Have any of your tastes intensified? (i.e. You find yourself listening to even more of a specific type of music then you did in high school.) What has changed that makes these tastes more prominent?
- Do you think collegial settings exemplify Bourdieu's theory? Why or why not? Explain.

Additional Requirements

- Collages are to be visual and textual representations of your consumption. You are free to lay out your two collages as you see fit. However the layout must be cohesive and logical. (i.e. When someone else reads it they know that a grouping represents vehicles or music.)
 - You should include an image of yourself per collage. (i.e. senior portrait, candid photo)
 - You are not required to use another software such as a graphics editor (e.g. Photoshop), however you may if you choose. It is strongly recommended that you use presentation software such as Microsoft's PowerPoint or OpenOffice Impress. Ultimately your image(s) will need to be incorporated into the final document with your answers.
- Each collage should include a minimum of 4 of your consumer preferences. These can include, but are not limited to:
 - Clothing
 - Food
 - Movies
 - Music
 - Television
 - Recreational Activities (i.e. sports, hobbies, reading/books, etc.)
 - Vehicles
 - Technology
- Each preference can have more than one product. (i.e. Clothing = Target, Jimmy Choo, Louis Vuitton, Hollister etc.)
- Place your collages first in your document and then answer the questions above on subsequent slides (pages). Place the question in bold above your answer.
- Acceptable file formats for this assignment: .doc, .docx, .ppt, .pptx and PDF.

References

Your document requires references to images that are not owned by you. For example, if you used images from the internet then you need to cite the website. Or if you scanned an image from a magazine you need to cite the periodical. Also ensure you are abiding by the Fair Media Use Guidelines (a copy is provided to you for download via the course page).

Formatting

- **Cover Slide (Page) includes: Title of Paper, Your Name, and Date. This does not count towards the minimum.**
- **Document should include:**
 - Arial, 11 pt. Single spaced. Double space between paragraphs.
 - 1 inch margins all around.
 - Header with first initial, last name, and the name of the theorist.
 - Footer with page number
 - Use of headings as appropriate to the presentation of your topic.
 - All headings and titles should be bolded.
- **References:**
 - Include on a separate page and does not count towards minimum.
 - Title the page "References" (do not apply quotes).
 - Formatted using APA styling.

Grading

Please refer to the rubric associated to this assignment located in Moodle.

Assignment 4 - Rubric Scale
You the Consumer

None (No Effort)	Unsatisfactory (Little Effort)	Satisfactory (Some Effort)	Exemplary (Considerable Effort)
0	1	2	3

1. Document followed formatting specifications outlined in the assignment sheet.	
2. Document followed reference requirements as specified in the assignment sheet.	
3. Document is free of grammar, spelling, and typographical errors.	
4. Document includes two collages that follow the outlined specifications in the assignment sheet.	
5. Document compares and contrasts the collages.	
6. Document discusses the new consumer tastes that have/have not developed and why.	
7. Document answers whether or not consumer tastes have/have not intensified and why.	
8. Document addresses the author's (you) perspective on Bourdieu's theory in a collegial setting.	
9. Author demonstrates insight and applies critical thinking to questions based on their self-analysis.	
10. Document reads cohesively; ideas are presented in a logical order and document has good flow.	

Total Score: _____ out of a possible 30 points*

* This score will be multiplied by 3.33 to determine a percentile score.

Additional Comments: