

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 345

Instructor(s) of Record: Dr. Mary Beth Leidman

Phone: 724-357-2492

Email: mbleid@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
 Dr. Leidman specializes in the use of media for the purposes of education and holds certification as an Instructional Technology Specialist through the Pennsylvania Department of Education. Additionally, Dr. Leidman has extensive experience in the television industry and has been the lead instructor for COMM 345 for more than 10 years.

Additionally, the College of Education's Distance Learning Technician will be providing support, training, and advisement to Dr. Leidman in her development and teaching of the course. This will be done through weekly phone contact/meetings and the development of a course facilitator's manual, which will assist the instructor in prepping and implementing the course.

2. How will each objective in the course be met using distance education technologies?
 This course makes extensive use of WebCT and its features, including Tests/Quizzes, Assignments, Discussions, Course Calendar, and Content Modules. WebCT features have been supplemented by Turnitin, anti-plagiarism software, and StudyMate, software used to create interactive study tools. The content modules provide content overviews to engage the students, detailed lesson outlines to clearly convey the expectations for each week's activities, and opportunities for students to review and work with or practice concepts and skills they have learned in each lesson.

A more detailed explanation of how each course objective will be met using distance education technologies is provided in the following items:

1. Define and contrast major theories of television criticism.—The students will read texts that will verse them in the major theories and techniques in television criticism. This knowledge will be further enhanced through student-led and instructor-facilitated online discussions using the WebCT discussion tool. Students will be presented with StudyMate practice exercises and take quizzes in WebCT geared at reinforcing student knowledge in the important aspects of these theories. Students create their own critical works to demonstrate the application of these theories and submit their work to the instructor for grading and feedback via the WebCT Assignment dropbox.
2. List the characteristics of television as a medium.— The students will read texts that will verse them in the characteristics of television as a medium. This knowledge will be further enhanced through student-led and instructor-facilitated online discussions using the WebCT discussions tool. Students will be presented with StudyMate practice exercises and take quizzes in WebCT geared at reinforcing student knowledge in the important aspects of the television medium. Students create their own critical works in which they must demonstrate an understanding of the characteristics of the television medium and *submit* their work to the instructor for grading and feedback via the WebCT Assignment dropbox.
3. List and contrast characteristics of television genres. —The students will read texts that will verse them in the characteristics of selected television genres. This knowledge will be further enhanced through student-led and instructor-facilitated online discussions using the WebCT discussion tool. Students will be presented with StudyMate practice exercises and take quizzes in WebCT geared at reinforcing student knowledge in the important aspects of television genres. Students create their own critical works

Received
 SEP 25 2007

they must demonstrate an understanding of the characteristics of television genres and submit their work to the instructor for grading and feedback via the WebCT Assignment dropbox. In their culminating projects, students will research television genres of their choosing, describe the characteristics of the genres, and provide a critical analysis of the genres. These culminating projects will also be submitted via WebCT's Assignment dropbox.

4. Identify current trends in television programming. — The students will read texts that will verse them in the characteristics of criticism, television, and television genres. This knowledge will be further enhanced through student-led and instructor-facilitated online discussions using the WebCT discussion tool. Students create their own critical works in which they must demonstrate an understanding of the characteristics of the television medium and submit their work to the instructor for grading and feedback via the WebCT Assignment dropbox. In participating in the discussions and critical works described herein, students will be asked to apply their knowledge to what is happening in television at the present time and to use current examples in their works.

5. Create written evaluations of specific programming.—The students will read texts that will verse them in the characteristics of television programming within selected genres. This knowledge will be further enhanced through student-led and instructor-facilitated online discussions using the WebCT discussion tool. Students will be presented with StudyMate practice exercises and take quizzes in WebCT geared at reinforcing student knowledge of significant television programs within selected genres. Students create their own critical works in which they must review and describe significant programs within selected television genres and submit their work to the instructor for grading and feedback via the WebCT Assignment dropbox. In their culminating projects, students will research television genres of their choosing, describe the characteristics of the genres, and provide a critical analysis of specific programs within the genres. These culminating projects will also be submitted via WebCT's Assignment dropbox.

6. Contrast a variety of viewpoints drawn from the literature.—The students will read and research journalistic and academic critical texts that offer a variety of viewpoints regarding television genres and programs. Student understanding and analysis of these texts will be further enhanced through student-led and instructor-facilitated online discussions using the WebCT discussion tool. Students will also examine viewpoints from the literature in creating their own critical works and culminating project in which they must describe, examine, and review television genres and significant programs within those genres. The assignments will be typed and submitted electronically through WebCT's Assignment dropbox for instructor grading and feedback.

7. Effectively work in teams in cooperative learning settings.—Students will be assigned to groups with the purpose of discussing and preparing talking points of what they feel are the significant issues or points within the literature. To assist students in this process, the instructor will also provide points for students to discuss within their assigned groups. Student groups, assisted by the instructor, will then take turns starting and leading the WebCT discussions of the key issues and concepts presented in the course modules. These student groups will also be asked to function as peer review groups in the preparation of draft and final components of the culminating project. Intragroup communication will be up to the individual groups to determine contingent upon group make-up and needs; course e-mail, chat, and discussion boards will be recommended to the students as the best means for conducting this collaboration.

3. How will instructor-student and student-student, if applicable, interaction take place?
Throughout the course, students will carry on interaction with the instructor through discussions in which the instructor will provide elaboration and feedback regarding student observations and knowledge creation. The instructor will also provide feedback on weekly critical writing assignments to assist in preparing students for the culminating project. Finally, the instructor will interact with students by offering online office hours and scheduled phone/chat sessions or e-mail correspondence with students as needed by appointment.

Students will be required to interact with one another through the weekly discussions designed to review introductory material. Students, as part of their class participation, will be asked to work in small groups to lead off and pose questions in preparation for the weekly discussions.

4. How will student achievement be evaluated?
Student achievement will be evaluated using a variety of evaluation techniques that include the following:
Discussions—Students will be required to post to discussion boards. The method for student discourse will be determined contingent upon student make-up of the course (regional student make-up vs. regionally diverse student make-up). The discussions will be built around assigned readings intended to introduce

students to the characteristics of television genres and programs and the methods used in writing criticism. Discussions will be used to assess student attainment of baseline knowledge and as an opportunity to provide student feedback in preparation for evaluative projects. Students will be evaluated on participation.

Group Projects—Students will collaborate in groups to generate material for class discussions and will be charged with organizing the discussion and selecting key points to discuss with guidance from the instructor.

Test and Quizzes—Students will take WebCT quizzes and tests as a means of assessing their understanding and acquisition of the basic concepts of television criticism and television genres. The quizzes will be based on the readings and discussions.

Weekly Critiques/Reviews—To apply their attained knowledge in themes of television criticism and television genres, students will write weekly critiques and reviews for each genre using the critical techniques learned in readings and discussions. These critiques will be evaluated using the critique rubric and serve as an opportunity for the instructor to provide feedback in preparation for the culminating project.

Culminating Project—Students will apply their knowledge of television genres and programming and criticism to prepare draft materials and a 15-18-page paper that traces the history of a television genre of their choosing, reviews of television programs within that genre, and a critique of the genre and theories about the future of the genre.

5. How will academic honesty for tests and assignments be addressed?
Students will be reminded of IUP's policies regarding academic integrity and honesty at the onset of the course through a printed policy included in the course syllabus and a "signed" commitment in the form of a WebCT survey in the course prework.

In addition, the following methods will be used to assure academic integrity in student evaluation and the preparation of written assignments:

- **Tests and Quizzes**—Student tests and quizzes use randomized questions and randomized choices, timed test-taking, short test availability periods, single-question test view, and a test printing override to prevent students from copying and redistributing testing materials and student collaboration on tests. Additionally, students will be unable to see the correct responses to any test items following the completion of their exams. Finally, the academic integrity policy appears at the beginning of each test/quiz to remind students of online testing policies (statement included below).

Honor Statement

- *I, the student taking these quizzes, am properly registered for this course and am the student who has permission to access these quizzes.*
 - *I acknowledge that during the time I am taking any quiz I have no outside help from any other person in developing my answers to the questions.*
 - *I understand that I am permitted to use only the materials named by my instructor in completing these quizzes.*
 - *I will not print all or part of any quiz.*
 - *I also agree that while taking and after completing and submitting these quizzes I will not share information about them, including the questions, with anyone else.*
 - *I further agree that if I violate any aspects of this code, either in form or spirit, that I am subject to a failing grade on the quiz or quizzes and/or a failing grade in the course. In addition, the instructor may file charges against me with the Indiana University of Pennsylvania Judicial Board.*
- **Written Work and Cumulative Project**—At the beginning of the course, there are two nongraded writing assignments, including a Course Goal Statement and "What's on, What's Good" prewriting assignment. These assignments are aimed at not only assessing prior student knowledge in the subject area and to

assist the student in beginning to think in a critical manner, but also in assessing the students writing style and areas of deficiency. This assessment of student writing will be used in examining graded papers later in the course to assure that students are in fact writing their papers. Additionally, the instructor will use anti-plagiarism tools, such as Google searches and Turnitin anti-plagiarism software.

- 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.

PLEASE NOTE: The following have been attached to accompany the proposal:

- The most current copy of the syllabus of record. (This follows an older version of the syllabus or record format).
- Online version of the syllabus
- Screen capture of the COMM 345 WeCT course homepage
- Compiled sample of the first three COMM 345 WebCT lessons
- Screen captures of the StudyMate activities included in module review sections

Step Two: Departmental/Dean Approval

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

Negative

M. Anderson

Signature of Department Designee

9/25/07

Date

Endorsed:

Mary Ann Rafath

Signature of College Dean

9/25/07

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 Schuist

Signature of Committee Co-Chair

9/25/07

Date

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

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

CT Samuels
Signature of Provost (ic)

10/4/07
Date

Forward form and supporting materials to Associate Provost.

SYLLABUS OF RECORD**I. CATALOG DESCRIPTION**

CM 345 Television Criticism 3 credits
3 lecture hours
0 lab hours
(3c-0l-3sh)

Prerequisites: CM 150 or permission of instructor

Course Description:

The medium of television offers a unique environment for development and delivery of information, entertainment and news. This course explores and analyzes television programming. It includes examination of genre ranging from situation comedy to drama, to mini-series and made-for-TV movies.

II. COURSE OBJECTIVES

Upon completion the student will be able to:

- ◆ Define and contrast major theories of television criticism;
- ◆ List the characteristics of television as a medium;
- ◆ List and contrast characteristics of television genre;
- ◆ Identify current trends in television programming;
- ◆ Create written evaluations of specific programming;
- ◆ Contrast a variety of viewpoints drawn from the literature; and
- ◆ Effectively work in teams in cooperative learning settings.

III. COURSE OUTLINE

Week #1 (3 class hours)

Course introduction and Requirements

Introductory Cooperative Learning Activity

--Topic: The Communications Model

--Topic: What is criticism? What isn't criticism?

Special Activity: Developing Person Construct for Evaluating TV

Week #2 (1 1/2 class hours)

--Topic: The Context of Criticism: Television and Society

--Powers of Television

--Characteristics of the medium of Television

Week #2 (1 1/2 class hours)

--Topic: The Context of Criticism, continued

--The Need for Critical Analysis of Television

Quiz #1: Communications Model, Characteristics of Criticism

Week #3 (1 1/2 class hours)

--Topic: Elements of Television Production

--Topic: How production elements relate to Television

Special Activity: Field Trip to a Television Station

- Week #3 (1 ½ class hours)
--Topic: Genre, Characteristics of Television Programming
Special Activity: Examination of Current Trends on Television
Quiz #2: The Context of Criticism
- Week #4 (3 class hours)
-Topic: The Nature of Television Criticism
--Historical Overview
--Television and Mass Society
--Television and its relationship to other Cultural Forms
Special Activity: Choose Term Genre Report Area
- Week #5 (3 hours)
--Topic: Methodologies for Television Criticism
--Subject Matter
--Pluralistic
--Individualistic
Quiz #3: The Nature of Television Criticism
- Week #6 (3 class hours)
--Topic: Writing Television Criticism
--Stage One: Thinking about Television
--Stage Two: Communicating Critical Insights
--Stage Three: Response and Feedback
Special Activity: Groups - Viewing a TV Program, Writing a Critique
Quiz #4: Methodologies for Television Criticism
- Week #7 (1 ½ class hours)
Group Presentation: Critiquing Current Situation Comedies
Quiz #5: Writing Television Criticism
- Week #8 (1 ½ class hours)
--Topic: Dramedy
--Characteristics and Typology
--Program Analysis
- Week #8 (1 ½ class hours)
Group Presentation: Critiquing Current Dramedy
Written In-Class Critique #1: Situation Comedy
- Week #9 (1 ½ class hours)
--Topic: Drama: Episodic and Prime Time Serial
--Characteristics and Typology
--Program Analysis
- Week #9 (1 ½ class hours)
Group Presentation: Critiquing Current Prime Time Serial Dramas
Written In-Class Critique #2: Dramedy
- Week #10 (1 ½ class hours)
--Topic: Mini-series and Made-for-TV-Movies
--Characteristics and Typology
--Program Analysis
- Week #10 (1 ½ class hours)

Group Presentation: Critiquing Current Mini-series, etc.
Written In-Class Critique #3: Serial Dramas

Week #11 (1 ½ class hours)

--Topic: Daytime Television: Soaps and Talk Shows
 --Characteristics and Typology
 --Program Analysis

Week #11 (1 ½ class hours)

Group Presentation: Critiquing Current Soaps and Talk Shows
Written In-Class Critique # 4: Mini-series and TV movies

Week #12 (1 ½ class hours)

--Topic: Children's Live Action Programs and Animated Programs
 --Characteristics and Typology
 --Program Analysis

Week #12 (1 ½ class hours)

Group Presentation: Critiquing Current Trends in Children's Programs
Written In-Class Critique # 5: Soap Operas and/or Talk Shows

Week #13 (1 ½ class hours)

--Topic: Sports Programming and Advertising
 --Characteristics and Typology
 --Program Analysis

Week #13 (1 ½ class hours)

Group Presentation: Critiquing Current Sports Programs and Advertising
Written In-Class Critique # 6: Children's Programming

Week # 14 (1/2 class hours)

--Topic: News Shows
 --Characteristics and Typology
 --Program Analysis

Week #14 (1 ½ class hours)

Group Presentation: Critiquing Current Broadcast News Shows and CNN
Written In-Class Critique # 7: Sports Shows and Advertising

FINAL EXAM AS SCHEDULED

IV. EVALUATION METHODS

Quizzes and Assignments:

	<u>Points</u>
Home:	
Quizzes:	10 x 10 = 100 (4% of total)
Written In-Class Critiques:	5 x 100 = 500 (20% of total)
Group Presentation: Genre Analysis:	7 x 100 = 700 (28% of total)
Individual Genre Analysis Essay:	= 360 (14% of total)
Final Exam:	= 360 (14% of total)
Total Points Possible	= 480 (19% of total)
	= 2500

Grading Scale: Grades are calculated by totaling the points received on all assignments and dividing by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Vande Berg, L., Wenner, L., Gronbeck, B. (1998) Critical Approaches to Television. Longman Publishing, White Plains, New York.

TV Guide (current)

VI. SPECIAL RESOURCE REQUIREMENTS

Not Applicable

VII. BIBLIOGRAPHY

Berger, Arthur Asa. (1991) Media Analysis Techniques. Sage Publications, Newbury Park, California.

Berger, John, Blomberg, Sven, Fox, Chris, Dibb, Michael, Hollis, Richard. (1981) Ways of Seeing. Penguin Books, New York

Newcomb, Horace. (1987) Television: The Critical View. Oxford University Press, New York, New York.

Snow, Robert P. (1983) Creating Media Culture. Sage Publications, Beverly Hills, California.

Vande Berg, Leah R. and Lawrence A. Wenner. (1991) Television Criticism: Approaches and Applications. Longman, White Plains, New York.

TV Guide, TV Guide Corporation. (Current Subscription)

COMM 345

Television Criticism

Instructor: Dr. Mary Beth Leidman
G16-A Stouffer Hall
1175 Maple Street
Indiana, PA 15705
Phone: 724-357-5763 or 724-357-2492
E-Mail: mbleid@iup.edu*

* This is the preferred method by which to contact the instructor with questions regarding the course.

Online Office Hours:

[Course Description](#) | [Course Objectives](#) | [Texts and Materials](#) | [Required Technology Skills and Software](#) | [Technical Support](#) | [Participation Requirements](#) | [Grading](#) | [Student Evaluation](#) | [Course Schedule](#) | [Bibliography](#) | [Appendix-Student Outcomes Assessment Matrix](#)

Course Description

Title: COMM 345

Credits: 3

Prerequisites: COMM 150 or instructor permission

Description: The medium of television offers a unique environment for development and delivery of information, entertainment and news. This course explores and analyzes television programming. It includes examination of genre ranging from situation comedy to drama to mini-series, reality, and made-for-TV movies.

[Back to Top](#)

Course Objectives

At the end of this course, the student should be able to

- . Define and contrast major theories of television criticism
- . List the characteristics of television as a medium
- . List and contrast characteristics of television genre
- . Identify and define current trends in television programming
- . Create written evaluations of specific programs
- . Contrast a variety of viewpoints drawn from the literature
- . Effectively work in teams in cooperative learning settings

[Back to Top](#)

Texts and Materials

Required

- . COMM 345 course packet from Pro-Packet (Call 724-357-8402 to order).
- . A current issue of *TV Guide*
- . Access to other trade newspapers (*Broadcasting/Cablecasting, TV Today*)
- . Access to cable television for viewing purposes, specifically access to the following cable networks: CNN, Nick at Nite, TVLand, Nickelodeon, and The Game Show Network.

Purchase or rent the following films: *Network* (1976) and *Roots* (1977). Both videos are available through Blockbuster and NetFlix online rental services.

Reputable newspapers, such as *The New York Times*, *The Chicago Tribune*, etc. (online formats permissible)

[Back to Top](#)

Required Technology Skills and Software

Technology Skills

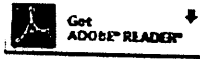
Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use WebCT system and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in desired formats
- The ability to use Internet communication tools
- The ability to demonstrate netiquette (appropriate online conduct)

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 on the following links:

[Adobe Reader](#)



[Flash Player](#)



[Back to Top](#)

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 a.m. and 6 p.m. Eastern Time. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at it-support-center@iup.edu or via electronic form available online at <http://www.iup.edu/itsupportcenter/helpform.shtm>.

[Back to Top](#)

Participation Requirements

Course Participation

Course modules will be assigned on a weekly basis according to the Course Schedule 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. Course weeks run Saturday through Friday, with *Friday at midnight Eastern Time* as the deadline for making posts/submitting the week's assignments. All work assigned during the weekly course module(s) must be turned in by this deadline; *late work will not be accepted*. It is suggested that you read through all course content in the week's assigned module(s) to get a feel what is expected during the

course week and to help you plan your time wisely.

You must post at least twice to the discussion boards as required by the weekly course modules. You are also expected to read all postings for the week's discussions. The instructor will be assigning groups to serve as the weekly discussion leaders. These groups are responsible for beginning the discussion each week. This means prior to your group's assigned week, you will want to prepare your discussion items so that you are ready and can post to the discussion boards as close to the beginning of the courseweek as possible.

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:

- . 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.
- . Keep chat comments brief and to the point. If longer comments are necessary, use <more> and <end> to indicate lengthy messages and when you are finished.
- . 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 revisited. Choose your words and discussion topics carefully.
- . Course e-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within course e-mail.

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 the instructor in the first week of the semester regarding the disability and the desired accommodations.

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 which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.
- . Engaging 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 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 or online at <http://www.iup.edu/registrar/catalog/> under Academic Policies.

[Back to Top](#)

Student Evaluation

The following methods will be used to evaluate student performance:

Class Participation	12 X 20 = 240
Weekly Homework Assignments	11 X 10 = 110
Group Project: Lead Online Discussion	1 X 100 = 100
Genre Essay (Culminating Project)	1 X 500 = 500
Quizzes	7 X 200 = 1400
Total Possible Points	2350

[Back to Top](#)

Grading

Grades are calculated by totaling the points received on all class participation and assignments and dividing the number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

90%-100% = A

80%-89% = B

70%-79% = C

60 %-69% = D

Below 60% = F

Incomplete Grades

Incomplete grades will only be granted only in the event of "major life crises." The instructor reserves the rights of judgment as to what qualifies as a "major life crisis."

Withdrawal Grades

According to IUP policy, if you wish to receive a withdrawal (W) grade for the course, you must do so by the University deadline for processing withdrawals, which can be found on the IUP URSA page in the academic calendar. Students who fail to withdraw by the deadline must file for a deadline waiver through the dean of his or her college and provide documentation of catastrophic circumstances preventing the student from completing the course/semester. In the event withdrawal would be required, failure to process a withdrawal will result in a failing grade for the course.

Disagreement with Awarded Grade

If you disagree with the awarded grade or feel an error exists in the grade calculation, please contact your instructor to arrange a conference regarding your grade.

Changes

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

[Back to Top](#)

Course Schedule

Prior to course	Module 0: Introduction to COMM 345
Week 1	Module 1: Introduction to Criticism
Week 2	Module 2: The Movies and Television
Week 3	Module 3: Writing TV Criticism
Week 4	Module 4: Situation Comedy
Week 5	Module 5: Lucille Ball and Comedic Women
Week 6	Module 6: Term Essay Proposal
Week 7	Module 7: Adult Drama
Week 8	Module 8: The Mini-Series
Week 8	Module 8: The Mini-Series (Cont'd.)
Week 9	Module 9: Soap Operas
Week 10	Module 10: News
Week 11	Module 11: Talk Shows
Week 12	Module 12: Game Shows
Week 13	Module 13: Genre Essay (Culminating Activity)

Week 14	Final
---------	-------

[Back to Top](#)

Bibliography

- Allen, R. (2004). *The Television Studies Reader*. New York: Routledge.
- Berger, A. A. (1991). *Media Analysis Techniques*. Newbury Park, California: Sage Publishing.
- Berger, J. (1981). *Ways of Seeing*. New York: Penguin Books.
- Massey, K. & Baran, S. (1997). *Television Criticism*. Dubuque, Iowa: Kendal/Hunt Publishing Company.
- Miller, J. & Shales, T. (2003). *Live from New York: An Uncensored History of Saturday Night Live as Told by Its Stars, Guests and Writers*. New York: Little Brown and Co.
- Mittell, J. (2004). *Genre and Television: From Cop Shows to Cartoons in American Culture*. New York: Routledge.
- Newcomb, Horace. (1987). *Television: The Critical View*. New York: Oxford University Press.
- Palmer, S. (2006). *Television Disrupted*. Burlington, MA: Focal Press.
- Snow, R. P. (1983). *Creative Media Culture*. Beverly Hills, California: Sage Publications.
- TV Guide*. (Current issues). New York: TV Guide Corporation.
- Van de Berg, L. & Wenner, L. (1991). *Television Criticism: Approaches & Applications*. White Plains, New York: Longman.
- Van de Berg, L., Wenner, L., & Gronbeck, B. (1998). *Critical Approaches to Television*. White Plains, New York: Longman Publishing.
- O'Donnell, V. (2007). *Television Criticism*. Thousand Oaks, CA: Sage Publications.

[Back to Top](#)

Appendix—Student Outcomes Assessment Matrix

COE&ET Conceptual Framework	Program Objectives	Course Objectives	Assessment Technique
1 - 2 - 3	1 - 3 - 4	1	Tests Individual Genre Essay
1 - 2 - 3	1 - 3 - 4	2	Homework Tests Individual Genre Essay
1 - 2 - 3	1 - 2 - 3 - 4	3	Quiz Show Treatment Individual Genre Essay

1-2-3	1-3-4	4	Homework Tests Individual Genre Essay
1-2-3	1-2-3-4 5	5	Homework Tests Individual Genre Essay
2-3	2	6	Homework
1-3	1-3	7	Homework Individual Genre Essay
1-2-3	1-2-4	8	Homework Individual Genre Essay
1-2-3	1-3-4-5	9	Homework Individual Genre Essay
1-3	3	10	Homework Quiz Show Treatment
1-2-3-4	1-2-3-4 5-6-7	11	Homework Tests Quiz Show Treatment Individual Genre Essay

[Back to Top](#)



- Homepage
- Syllabus
- Course Content
- Compile
- Classroom
- Course Calendar
- My Grades
- Resources
- Tests/Quizzes
- Assignments

myWebCT Resume Course Course Map Check Browser Log Out help

COMM 345-DE Television Criticism

Homepage

Welcome to COMM 345:
Television Criticism



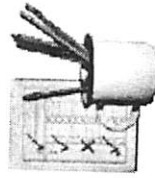
Course Information (Start Here)



Course Content



Classroom



Tests/Quizzes



Assignments



Support



Student Computing Help Desk | IUP Libraries



1. Overview

Introduction to COMM 345

Overview

Welcome to COMM 345 Television Criticism, a course designed to enlarge your vision of popular culture in general and television specifically! My name is Mary Beth Leidman, and I will be your professor for this course.

Television Criticism attempts to introduce you to the world of evaluating the medium of television in a systematic, literate, and thoughtful way. It will introduce you to different philosophies and patterns of evaluation in hopes of aiding you in developing your own scheme for critiquing and evaluating different media. In this class there is not one single methodology which is right . . . or wrong. Here, your educated and documented opinion counts! Do not plan to tell me that something is "good" or "bad." Tell me how you have arrived at your judgment and how your opinion has merit. You will have the ability to make measured judgments and to defend those judgments. These skills can be applied not only to television but to all types of evaluation which we in media are called upon to make at different times to differing audiences in different venues.

As we begin TV Crit, you will need to complete this introductory module to become familiar with the course expectations and policies as well as to gain a better understanding of what we have planned in the coming weeks.

Welcome, and I look forward to working with you.

Sincerely,

Mary Beth Leidman

2. Objectives

Introduction to COMM 345

Objectives

At the completion of this unit, the student will

- Demonstrate an understanding of the course syllabus
- Commit to the expectations set forth in the syllabus and course introduction
- State his or her goals and expectations for the course

3. Lesson

Introduction to COMM 345

Lesson Guide

Prior to the first day of class, you will want to familiarize yourself with the course policies and expectations. I am aware that just as I have expectations for you, you have expectations and goals for what you would like to accomplish as part of this course. The sections below summarize what you need to do to inform yourself of course policies and to let me know how I can best assist you in meeting your goals for this course. This lesson must be completed prior to the first official day of classes.

Course Policy Review

Read the syllabus

by clicking this link (will open in a new window) or by clicking syllabus link in the Course Menu on the left-hand side of the COMM 345 WebCT course page (will open the file in the WebCT window). Please read carefully and note any questions you may have regarding course policies and expectations, schedules, etc. Any questions you have should be sent to your instructor via IUP e-mail. At the completion of this module, you will be asked to commit to course policies.

Course Goal Statement

Begin thinking about what you would like to accomplish in this course. At the completion of this module, you will be asked to write and submit to me a goal statement detailing what you would like to get out of the course. More details for what to include in the assignment, the format, and how to submit it will be included at the end of the module.

4. Review

Introduction to COMM 345

Review Activities

Choose an activity below to review the syllabus and course policies.

Quiz

Alternative Text for Accessibility

Several activities are available for iPod and PSP.
Download for iPod Video and PSP (320x240 pixels)
Download for iPod Nano (176x132 pixels)

Download and installation instructions

5. Assessment

Introduction to COMM 345

Assessment

Prior to the first official day of class, complete the following items:

Commitment to Course Policies

The activity in this section can be access by clicking on the Tests/Quizzes link on the Course Menu at left, or you may click on the Quiz link in the Action Menu above or by selecting Test/Quizzes in the Course Menu at left. The syllabus represents a contract between yourself and the instructor. Your response is not being graded, this is simply a way for you to sign off that you understand the policies set forth in the syllabus and that you agree to follow them. If you have any questions regarding this procedure, please feel free to contact the instructor by the method set forth in the syllabus.

Written Goal Statement

This activity will assist me in helping to facilitate your learning throughout the semester. The paper should be at least three paragraphs consisting of at least three sentences each and should address the following questions:

- Why did you choose to take this class?

- What do you hope to get out of this class?
- What do you think you will get out of the class?

Papers should be typed and submitted in Rich Text Format (.rtf) via the Assignment drop box for on the course WebCT page. In the drop box area, you will see an assignment area for Module 0. There is a link directly to the drop box on the Course Menu at left. The file should be named using the following naming convention [last name and first initial]goal (i.e., SmithJgoal).

1. Overview

Introduction to Criticism

Overview

"Everyone's a critic." so the popular phrase goes. If this is true, what separates famous critical personalities, such as Roger Ebert and Richard Roeper, from those of us who see something on TV and deem it good or bad?

In preparation for our discussion of criticism and the role of the critic, take a moment to get in touch with your opinionated side or your inner critic. Take 10 to 15 minutes and make a list of what's good and what's not on television. Once you've made your list of good and bad shows, take a second pass through and write a sentence or two about why you think each show is good or bad and why you think the show will succeed or fail over time. Feel free to handwrite or type this list, whichever is faster and more comfortable for you. The goal is not to generate a well-written paper or essay to be submitted for a grade; the goal is to get as much information onto the page in the allotted amount of time. When you are finished, save your results to this exercise. You will be asked to revisit this list later in this module and our discussion of criticism and critical techniques.

Congratulations! You are on your way to developing your own voice as a critic.

2. Objectives

Introduction to Criticism

Objectives

At the completion of this unit, the student will

- Apply the communications model to the art of criticism
- Define criticism
- Identify the responsibilities of a critic
- Identify the critic's audiences
- Summarize the purposes of criticism
- Demonstrate an understanding of television's role within society
- Develop a construct for the purposes of critique

3. Lesson 1

Introduction to Criticism

Lesson 1 Guide

To begin to understand criticism, you must first understand how communication works. Go to <http://pirate.shu.edu/~yatesdan/Tutorial.htm> and click on "Tutorial" to begin. The arrows at the bottom of the tutorial frame allow you to advance and rewind the presentation. As you work through the tutorial, try to note the answers to the following questions:

- In criticism, what is the shared field of experience?
- What role could background play in critically examining a topic or subject?
- If you are the critic, what is your role according to the communications model? What is the role of your audience?

- Criticism conveyed through written means would use which model of communication (linear, interactional, or transactional)? Why?
- What could be potential sources of noise in criticism?
- How might studying communications models improve your ability to critically evaluate topics and subjects?

Once you have completed the tutorial, take the quiz at the end of the tutorial to test your understanding. Some additional review questions have been provided in the Lesson 1 Review.

4. Lesson 1 Review

Introduction to Criticism

Review Activities

Choose an activity below to review the communication models and their elements.

Fact Cards
Fact Cards Plus
Flash Cards
Pick a Letter
Fill In The Blank
Matching
Crosswords
Quiz
Glossary

Alternative Text for Accessibility

Several activities are available for iPod and PSP.
Download for iPod Video and PSP (320x240 pixels)
Download for iPod Nano (176x132 pixels)

Download and installation instructions

5. Lesson 2

Introduction to Criticism

Lesson 2 Guide

For the second part of this module, read and outline the key points in Baran & Massey "Chapter 1: The Act of Criticism" in your course packet. As you read, you will also want to reflect on the following questions:

- What is the role of bias in criticism?
- How does frame of reference impact the art of criticism?
- What is the role of the critic?
- Who listens to critics?

Additional Resources

To further enhance your knowledge of the role of criticism in popular culture, Baran & Massey "Chapter 2: Criticism and Popular Culture" has been included in your course packet.

6. Lesson 2 Review

Introduction to Criticism

Review Activities

Choose one of the activities below to review the material covered in Baran & Massey Chapter 1

Fact Cards
Fact Cards Plus
Flash Cards
Pick a Letter
Fill In The Blank
Matching
Crosswords
Quiz
Challenge
Glossary

Alternative Text for Accessibility

Several activities are available for iPod and PSP.
Download for iPod Video and PSP (320x240 pixels)
Download for iPod Nano (176x132 pixels)

Download and installation instructions

7. Assessment

Introduction to Criticism

Assessment

You should now have a clear understanding of the process of communication and function of criticism and the role of the critic. The following assignments have been designed to assess and to continue to develop this knowledge.

Discussion

Your instructor/class has determined which of the above methods will be used for the discussion of course material. Please consult your syllabus or course announcements for the method that will be used for the remainder of the course. You will be notified should there be changes/revisions to the method of the discussion later in the course.

In the discussion for this module, you should be prepared to discuss the following topics:

- What role do bias and frame of reference play in criticism?
- What is the function/role of the critic?
- Who listens to critics?

Critical Construct

In the Module 1 Overview, you were asked to create a list of what's on and what's good or bad, explain why each show is good or bad, and state why you thought the show might be successful or fail. For this activity, you want to revisit your list. You will be using the list to develop a critical construct. A construct is a set of principles/criteria that describes how you assign value to something. In this case, you will be looking at what you feel are the characteristics of good television and successful programs and what you feel are the characteristics of bad television and shows that are doomed to fail.

The paper you submit to me will include the following:

- A typed version or scanned image of the list(s) you created in the Module 1 Overview. The material does not need to be edited, as the instructor is aware that this is draft material.
- A typed reflection examining the patterns present in your list. For example, if upon examining your list, you notice that many of the shows you listed as "not good" or "bad" shows use cute little kids for comic relief; then you probably will make a generalization that shows that use cute little kids for comic relief are not good. Using this as an example, you will want to create reflective paragraph with your construct for each of the following:
 - The elements of a good show
 - The elements of a bad show
 - The elements of a successful show
 - The elements of a failed or failing show

All assignments must be via the WebCT Assignment Module 1 dropbox and submitted by the courseweek deadline set forth in the course syllabus. If you are submitting image files, files should be in .jpg format and saved using the following filenaming convention [last name first initial]construct (e.g., SmithJconstruct.jpg). Construct papers will must be saved in Rich Text Format (.rtf) and use the following filenaming convention [last name first initial]construct (e.g., SmithJconstruct.rtf).

Quiz #1: Introduction to Criticism

By the end of the course week, you should complete Quiz #1, available in the Tests/Quizzes section. You may access Quiz #1 from this page by clicking on the Quiz link in the Action menu at the top of this page or by clicking on the Test/Quizzes link in the Course Menu at left.

Quiz #1 includes a total of 40 true/false, matching, and multiple-choice questions on the communications model and the material from Baran & Massey "Chapter 1: The Act of Criticism" from your course packet. To prepare for the exam, use the review activities provided in the Lesson 1 and 2 Review sections in Module 1.

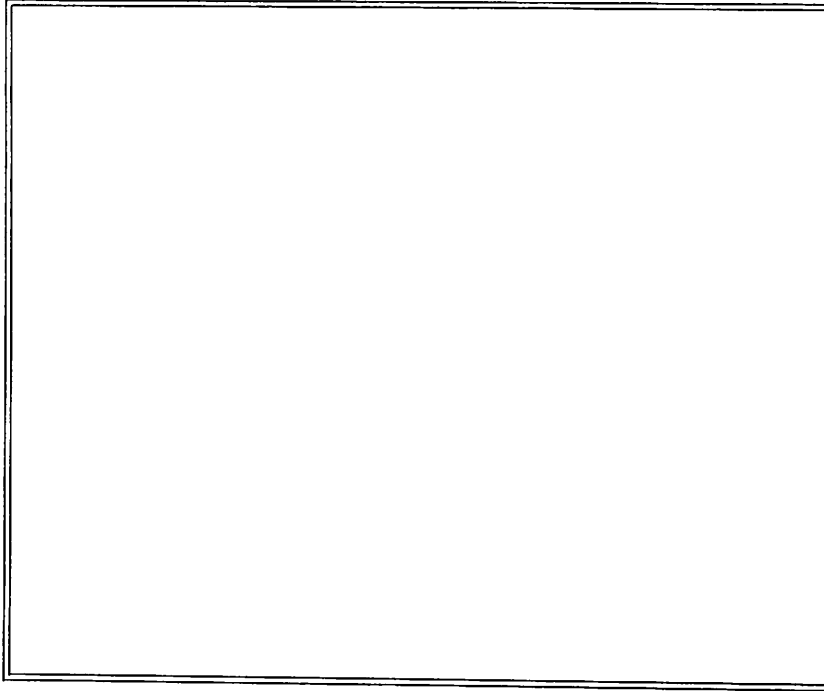
You will have 40 minutes to complete Quiz #1. You may use your notes to take the quiz. Questions will be presented to you one at a time. You must answer the question when it is presented to you and save your response before moving on to the next question; you will be unable to go back to skipped questions. Please be sure that you will be uninterrupted while taking your quiz. Once you begin the quiz, you must complete it in the allotted time.

1. Overview

The Movies and Television Overview

Animated television shows such as *The Critic*, *Family Guy*, and *The Simpsons* are known for their parodies of popular culture, including scenes from movies, other television shows, and advertising. These parodies arguably are a form of criticism. What do these parodies say about the artifacts they criticize?

In this module, we will be examining how one medium can be used to criticize another.



YouTube Video: *Simpsons Star Wars Parody*

2. Objectives

The Movies and Television Objectives

At the completion of this unit, the student will

- Demonstrate an understanding of how one medium can be used to critique another
- Organize critiques

3. Lesson

The Movies and Television Lesson Guide

In this lesson, rent the film *Network*, which should be available at your local video store or through online video rental services (subscription required), such as Blockbuster or NetFlix. The following study guide will help you to prepare for the discussion and assignment to follow. Additionally, consider the following questions:

- Think of short stories and books and television and film. How does television differ from films in the same way that stories differ from books?
- Based on your observations of the film, what does film think of television?
- How do you know that *Network* is a form of criticism?

4. Assessment

The Movies and Television Assessment

The following assignments are due by the end of this courseweek:

Discussion

Be prepared to discuss *Network* and how one medium can be used to critique another. Use the following questions and the *Network* Study Guide in the next section to help you to prepare:

- Think of short stories and books and television and film. How does television differ from films in the same way that stories differ from books?
- Based on your observations of the film, what does film think of television?
- How do you know that *Network* is a form of criticism?

Network Study Guide

The *Network* Study Guide has been provided for you to complete as you view the film. After you have completed the study guide, type your responses and save them in Rich Text Format (.rtf) and submit them via the WebCT Assignment drop box for Module 2. The file should be named using the following naming convention [last name first initial]networkstudyguide (i.e., SmithJnetworkstudyguide.rtf).

Network Review

Write a short review of *Network*. Again, feel free to use the *Network* Study Guide to help you. Critiques should meet the following guidelines:

- State your position on *Network's* criticism of television and defend it with examples.
- The Review should be 1 to 1 1/2 pages in length.
- The review should demonstrate proper grammar and usage

Files must be typed and saved in Rich Text Format (.rtf) and submitted via the WebCT Assignment drop box for Module 2. The file should be named using the following naming convention [last name first initial]networkreview (i.e., SmithJnetworkreview.rtf).

FACT CARDS **EXIT**

Click the "Previous" and "Next" buttons to view the contents of each card.

PREVIOUS **NEXT**

Common symbols necessary for communication to take place

Don't Show Card Again

Reset **Shuffle** **Help**

StudyMate by Respondus

1 of 6

EXIT

Read the question and click the letter that corresponds with the correct answer.

Introduction to Criticism

Messages are transmitted through a

- A) website
- B) channel
- C) electronic transmission
- D) satellite

Select Answer: A B C D

Next Question **Reset** **Shuffle** **Help**

StudyMate by Respondus

1 of 9

FILL IN THE BLANK **EXIT**

Read the top box and enter the answers below.
Note that your entry must exactly match the correct answer.

Messages are transmitted through a

Channel **Enter**

Special Characters S | 4 | 3 | 2 | 1 | 0

Total Points: 5
Total Possible: 90

Correct!

Next Question **Hint** **Show Answer** **Reset** **Help**

StudyMate by Respondus

1 of 18

PICK A LETTER **EXIT**

Type or click a letter to provide the answer.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Encoder

RM_L_I_ _ M_ _
_R_R_I_ _R_ _DI_ _

Next Question **Hint** **Show Answer** **Reset** **Help**

StudyMate by Respondus

1 of 18

Total Score: 0

S | 4 | 3 | 2 | 1 | 0

Screen captures of StudyMate review activities to appear in most modules