

Images of Women in the Media
Mondays & Wednesdays,
8:30 am – 9:45 am
Annenberg Communications Center, Kresge Hall
Pine Manor College
Fall 2008

Instructor	Jennifer Mintzer
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Office Location	Annenberg Communications Center (it's the first office along the TV studio hallway – it doesn't have a room number), Pine Manor College
Mailbox Location	There is a gray plastic filebox labeled "Jen Mintzer's mailbox" along the ledge of the glass hallway outside of my office if you need to drop something off for me.
Office Phone	617-731-7614
Cell Phone	617-412-7101 (feel free to text me too if it's something urgent)
Office Hours	Monday: 11:20 am – 12:50 pm Wednesday: 11:20 am – 12:50 pm ...or by appointment
Class Website	www.jenmintzer.com

Course Description

Images of Women in the Media – CO 280

How are women portrayed in the media? Is there a connection between a woman's self-image and the way females are portrayed in advertising, film, television, and the news? CO 280 attempts to answer these and other questions through analysis of past and current media.

Required Texts

****I suggest using the website www.dealoz.com to find books at the lowest possible prices.****

- No book is required - Readings will be assigned throughout the semester that you will need to download online or, in some cases, receive a copy in class.

Class Website

Another key way for everyone to be kept on the "same page" and organized is our class website that you can access via www.jenmintzer.com (I have sections on the website for each class I teach).

On this website, you can view the following:

- **Fill out the Student Information Form**
Tell me about yourself and how I can contact you throughout the course of the semester.
- **Buy the Book(s)**
A link is provided for a website that searches for the cheapest price for a book on over 200 online bookstores.
- **Course Documents**
Download the syllabus, handouts and other course documents.
- **Course Schedule**
See what we are doing day-by-day in class.
- **Message Board**
Post relevant comments about class material.
- **Policies and Procedures**
Be aware of my policies on such things as attendance, handing in assignments and other things.
- **Check your Grade**
I use a site called Gradenetwork.com to keep track of grades. Once you are in the class, I will add you to the gradebook and you will receive an email notifying you of the username and password you will use to log on to the Gradenetwork.com site. If you had a class with me in the past, your username and password is the same as it was in the past semester. (The website contains instructions for how to log on if you are new to the class and/or can't remember your username and password)
- **Class List and Contact Info.**
Contact fellow classmates.
- **Listserv**
Submit your email address to be added to the class listserv. (Note: You will be automatically added to the listserv during the first week of class, but if you accidentally remove yourself from the listserv or want to add another email address you can re-subscribe via the website).
- **Provide Anonymous Feedback**
Do you find something particularly helpful in the way I run the class? Unhelpful? Still confused about something we discussed in class? Let me know! You can provide anonymous feedback about the class as it's happening, instead of waiting until the end! Remember, positive feedback is just as welcome as negative!
- **Useful Communication and Media Links**
Links to websites for the class (if you have any to add, let me know!)
- **Writing Tips**
Please take the time to look over these commonly made mistakes. I do take off points for these errors.
- **Instructor Contact Info. & Office Hours**

Class Listserv

Please be sure to check your email **REGULARLY**. I use email frequently to let you know various things and/or make announcements. You will be added to the class listserv and email will be a key way for us to communicate as a class. Any information, changes and/or updates regarding anything related to class will be posted via the listserv. If you accidentally remove yourself from the listserv or want to add another email address you can re-subscribe via our class website.

****If you have a hotmail or yahoo email address, make sure that the listserv messages aren't being filtered into your junk mail!*****

Policies & Procedures

Below are the policies and procedures I use in all of the classes I teach. I have tried to be as specific and clear as possible so that students know what is expected of them during the course of the semester. Please familiarize yourself with the following policies and let me know if you have any questions regarding anything that may still be unclear or is not addressed below.

*****These policies and procedures serve as a contract between us as professor and student. Please make sure you read everything.*****

Teaching Style and Philosophy

There will invariably be some students who love my teaching style and others who won't. Different people have different styles of learning – something that one person finds helpful, another person may find boring and unnecessary. I try to do the best I can to make things as clear as possible for you and to adapt my style as best I can. My goal is to be as approachable and open as possible so that you feel comfortable coming to me with any questions, concerns or suggestions you have, either in class or out. I value what I can learn from you too! I rely on your feedback, advice and suggestions to constantly help me improve my teaching. Try to remember that I am only human and will make mistakes, have bad days and not always be super-entertaining!

I believe that students are more likely to benefit from a course when the subject matter is interesting and the class meetings are pleasant and diverting. Making this class enjoyable requires work on **BOTH** our parts though. Your enthusiasm, participation in discussions, suggestions and feedback are all essential to the success of this class!

My Approach to Students

I feel as though I can learn just as much from you as you can learn from me. Since you are all coming to the class with different experiences and opinions, I really look forward to hearing your ideas and interpretations of things we will talk about in class. If you've had a bad experience with professors in the past, let me know what your fears are. I will never intentionally embarrass anyone in class or make him/her feel stupid (If I do, please realize that is never, ever my intent! Pull me aside and let me know if I ever do so I can be more aware of how I come across if that's the case.) I truly want to foster an atmosphere of mutual respect, understanding and tolerance in all our interactions.

Attendance

- My theory on attendance is that this is your education and how you choose to spend your time and tuition money is up to you. You are adults and I think it is important for professors to treat you as such. Part of being an adult is that you can now make your own decisions in life and the consequences from those choices are something you hold responsibility for. Not showing up to class is a decision that has consequences. It always seems kind of silly to me when students don't show up to class when they are paying so much to be here! Since I am assuming you WANT to be in college and WANT to learn, I do not really "enforce" attendance (but I am aware of who is always in class and who isn't). Students who regularly attend class tend to do far better on exams/quizzes/papers and have a clearer understanding of the course material.
- If you are in a class that is extremely "hands on" and participation-oriented (such as a video production class or performance class), I pay extra close attention to student absences. Participation and attendance is absolutely mandatory for these types of classes because missing just one class results in a student missing a lot of important "hands on" knowledge. In many cases, fellow students are relying on you to be there because there is a lot of teamwork and group projects.
- Please be aware that missing a lot of classes will have a negative effect on the "Participation/Attentiveness" portion of your grade. You do not need to inform anyone if you intend to miss class, UNLESS others are relying on your attendance to do a project (ie. In the television studio or another production-related team project or presentation). Please be responsible and only miss a class if you are seriously ill or have a true emergency. All other times, I expect you to be there. Please schedule your appointments and other obligations (work, doctor's appointments, eating lunch, etc.) AROUND class.
- Please note that if you do happen to miss a class, YOU are responsible for finding out what you missed from a fellow classmate. I won't repeat everything we did in class for you simply because you were absent. Get the missed information from a classmate. You have the class listserv and student email addresses on the class website at your disposal for this purpose. If you don't know anyone in the class, make a friend who can serve

as your "communication buddy" if you are absent.

- Please do not come to class if you will be sleeping, closing your eyes or subtly chatting with friends in class (yes, I notice it even if you think you are being discreet in doing so). It is extremely distracting for me and other students, so please show courtesy for the rest of the class and present yourself in a way that does not reflect poorly upon you. If necessary, I will ask you to leave the class if this behavior is chronic.

Lateness

Come to class **ON TIME!!!** I realize that everyone may have days that are more hectic than others or that you may be commuting to campus, but **I CANNOT STRESS ENOUGH THE IMPORTANCE OF BEING ON TIME FOR CLASS.** It becomes extremely distracting to both myself and the other students in the class when people straggle in late. You are also missing important announcements or course material at the beginning of the class that I will not repeat. If you encounter traffic on a regular basis, leave earlier. If your alarm doesn't go off, get another one. These aren't excuses for lateness. I may be able to understand an occasional lateness, but I lose patience when students are **CHRONICALLY** late. Please be aware that it will negatively affect the "Participation/Attentiveness" portion of your grade if you are consistently late.

Communication

- I expect you to check your email **EVERY SINGLE DAY.** If there are changes or announcements that I need to make to the class (such as a change to our class schedule or notifying you if I am out sick), I will do so via email.
- Email is, by far, the fastest way to get in touch with me because I check it several times a day on most days. If, for some reason, I have not responded to an email you sent me and you are expecting a response, email me again to see if I got your original message. In most cases, you can expect to hear back from me within 24 hours.
- You can also try sending me a text message to my cell phone if you have a quick question or are trying to locate me.
- In general, be **HONEST** with me and keep the lines of communication open. I am generally easygoing and appreciate it when students are forthright in relating any questions or problems that they have.
- Please feel free to provide me with feedback about what you feel is or isn't working in how I run the class. Sometimes it is hard to gauge what is effective and/or what isn't working. I want to provide you with the most effective instruction possible and, as such, I rely on student feedback for this. Please do not hesitate to let me know if you have a suggestion or comment regarding class – I won't take it personally! I will try my best to incorporate your suggestions and input. You can use the anonymous feedback form on our class website if you like or just tell me in person.

Participation

Don't be afraid to speak up in class (even if you are typically more introverted - I was when I was in college too!). Class will be the most interesting when each person contributes to class discussion and adds his/her own perspective to a topic. I expect students to do the required readings for the class and to be prepared to have something to say. Ask questions, challenge ideas you disagree with, offer your opinion - nothing is a stupid question or comment. The purpose of the class is to learn more about the topic, explore new ideas and to clarify confusion! There is nothing worse for me than standing in front of a class that just sits there and has nothing to say! I want everyone to feel as though the class is a safe haven to assert whatever questions or ideas you have without fear of appearing stupid or out of place! A spirited and respectful debate in class is always welcome too!

Consultation/Office Hours

My office hours for this semester are posted on the first page of your syllabus and on my office door (and on the contact info page of my website). You are more than welcome and encouraged to come see me if you have any problems/concerns/questions throughout the semester. Every attempt will be made to stay rooted in the office during walk-in office hours; however, please keep in mind that when the office is open and the phone is connected, there may be intrusions. During office hours, the door is usually kept open; while it is okay to let us know that you're waiting, please do not interrupt other students who have arrived before you. If, for any reason, your walk-in session is forestalled, we will try to schedule another meeting as soon as possible. Of course, email is the very best way to obviate problems as I can get back to you any time during the day/night and have a written record of your question or concern.

Handing in Papers and Assignments

- You are **STRONGLY** encouraged to make use of the Learning Resource Center on campus to help you with your writing. Don't wait until the last minute though because they get booked up! Take a rough draft of your paper to them several days before it is due to have them help you fine-tune your writing - that's what they are there for! They are happy to help!
- All papers **MUST** be stapled (no paperclips or dog-eared papers! – I will take 2 points off your paper if you don't hand it in stapled!). Please don't ask me if I have a stapler. This shows me you aren't prepared. It is your responsibility to take care of this before class.
- Hand in **EVERYTHING** you submit to me **TYPED** (unless stated otherwise). Submitting something hand-written indicates you threw it together at the last minute. You will receive no credit **AT ALL** for the assignment if you do this.
- All papers should be double-spaced in an easily readable font with reasonable margins.
- Please number your pages.
- All papers must be handed in **ON TIME**. If, for some reason, you are absent from class on the day an assignment is due, I **STILL** expect you to get it to me on the due date!!! I will only grant extensions if you come to me in **ADVANCE** of the due date to make a case to me as to why you could use more time. Unless you obtain permission from me to hand in an assignment after its due date, I will take 5 points off for **EACH DAY** a paper is late. In other words, if a paper is due on a Monday and you get it to me on Tuesday, you will have 5 points taken off. If you hand in a paper to me a week after it is due, you will have 35 points taken off.
- If, for some reason, you are absolutely unable to attend the class when a paper is due, I will allow you to send me your paper via email as a Word document – this will serve as a time marker that you have a paper done on time (ie. If you are sick, but have your paper done, you can email it to me as a Word document attachment as proof you have it done by a certain date). If you do this, make sure you obtain an email **BACK** from me confirming that your email and paper attachment are received. Please note, I will **NOT** print out your papers for you. If you end up submitting a paper via email, you are **STILL** expected to get me a hard copy of the paper by the next class meeting. **I WILL NOT GIVE YOU A GRADE ON AN ASSIGNMENT UNLESS I HAVE A HARD COPY IN FRONT OF ME** – so even if you have emailed it to me by the due date, if I don't get a hard copy from you as soon as possible, it will receive a zero.
- You may rewrite a paper or short assignment **IF** you do the following:
 - hand in the original paper on-time to begin with; if you submit a paper late, you do not have the option to rewrite it
 - submit the rewrite within one week of when the graded assignment was handed back to you; I will not accept rewrites handed in any later than this one week time period
 - submit the original graded assignment along with the rewrite so I can see the changes you made
- Please note that rewriting an assignment does not necessarily guarantee you a higher grade. There should be significant improvements made in the rewrite for me to consider raising your grade and it is at my discretion as to whether you deserve a higher grade or not for the rewrite.
- Please review the writing tips section of our class website and proofread your papers for commonly made mistakes! (<http://www.jenmintzer.com/writingtips.htm>)

Exams and Quizzes (note: not all classes I teach will have exams and quizzes – these are just my general policies)

- Make-up exams are not permitted unless the situation is **TRULY** extraordinary (ie. You are deathly ill and you are able to provide convincing verification of the reason why you missed class) and you communicate this to me as soon as possible (ie. You don't wait until weeks after the exam has been taken). I reserve the right to give you a different (more difficult) exam and/or writing intensive exam in lieu of the missed exam.
- I usually provide you with study guides for exams. I will post these study guides on our class website at least one class prior to the exam. I will send out a message to the class listserv once a study guide is posted. Please remember these will **ONLY** be study **GUIDES**. There could very well be material on the exam that is not explicitly mentioned in the study guide. You are responsible for studying **ALL** of the chapters and notes that will be covered on this exam...not just what is mentioned in this study guide.
- You will be made aware of the general format of an exam (multiple choice, essay, short answer, etc.) at least one class prior to the exam.
- Please write **LEGIBLY AND CLEARLY** on exams. If I can't read it, you won't get any points for your answer. If I give you a multiple choice question, please make sure you write your letter choice clearly. If you come to me and tell me that you wrote an "e" but I thought it looked like a "c", you won't get credit for that question.
- This should go without saying, but never **EVER** leave a multiple choice question blank. If you don't answer it,

you get 0 points, but if you make an educated guess, you at least have a **CHANCE** of getting the points for the question! (You would be surprised how many people simply don't answer multiple choice questions!)

- Quizzes may **NOT** be made up under **ANY** circumstances. (Note: Not all of the classes I teach will have quizzes – but if I do give quizzes, you will be allowed to drop your lowest quiz grade)
- When I do give quizzes, they will usually be take-home quizzes or, if given in class, they will be announced in advance (either in class or over the listserv...so make sure you check your email every night before class so you aren't surprised the next day when you end up having a quiz in class!
- An interesting article to check out: The Dead Grandmother/Exam Syndrome (www.jenmintzer.com/deadgrandmother.pdf)

Extra Credit Policy

Please note that I generally will not give extra credit assignments. My general rationale is that since I often provide you with study guides, allow you to rewrite papers on occasion and am available for outside help, I provide you with all of the resources you need to do well throughout the course of the semester. If you are conscientious in your studies, there is no need for extra credit. Furthermore, I don't like to give extra credit assignments because, out of fairness, if I offer extra credit to one student, I have to offer it to all students. As such, it is simply not feasible for me to grade a ton of extra credit papers at the end of the semester when I am already bogged down with other grading. This is my extra credit policy and I expect you to budget your time and prepare early in the semester so that you don't run into this bind to begin with. In the event that something comes up (ie. a film festival, a guest speaker on campus) that pertains to class, I may give a few extra points to those who attend, but we will agree upon that as a class if a relevant event arises that may merit a few extra points to your grade.

Special Needs

Please don't hesitate to see me if you have a documented learning disability, if English is not your native language, if you have a learning style of which you would like me to be aware or if you are experiencing difficulties in the course. Students with disabilities should also speak with Mary Walsh who is the Director of the Learning Resource Center on campus (her phone # is 617-731-7181 and her email is walshmar@pmc.edu).

Plagiarism & How to Cite References

Plagiarism is the unacknowledged use of another person's ideas, words or assistance. There are many forms of plagiarism: repeating another person's sentence as your own, adopting a particular phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thought as though it was your own. It is perfectly acceptable to use the ideas and words of other people, but you **MUST** give appropriate credit to the originator. All sources must be identified clearly, accurately and thoroughly as possible. When in doubt about how or whether to identify a source, consult one of the websites below or ask me. Be aware that I do routinely use various online resources to verify the authenticity of students' work.

- **Annenberg Library Citation and Bibliography Guide** (<http://community.pmc.edu/library/reference/citation/biblio.html>)
- **Plagiarism: What it is and how to recognize and avoid it** (www.indiana.edu/~wts/wts/plagiarism.html)
- **Guide to Writing Research Papers** (<http://webster.comnet.edu/mla/plagiarism.shtml>)
- **Citation Guides** (<http://www.library.wisc.edu/libraries/Memorial/citing.htm>)
Provides links on APA, MLA, Chicago and other citation styles
- **ONLINE! Citation Styles** (<http://www.bedfordstmartins.com/online/citex.html>)
Provides ways to cite a website, an email message, a web discussion forum posting, a listserv message, a newsgroup message, real-time communication and Telnet, FTP and gopher sites in a variety of formats

Academic Ethics and Integrity Policy

You are responsible for reading and understanding the "Academic Ethics & Integrity Policy" in the Pine Manor Student Handbook. More specifics on what is considered plagiarism, cheating and other ethics violations are detailed there.

Asking for Extensions/Student Excuses

Invariably, each semester a student will come to me and say "I know you have your specific policies, but...(fill in the blank with an excuse why something wasn't done on time and/or an exam was missed)." While I am generally easygoing and understanding if you come to me early regarding a concern/problem, please be aware that I'm not going to "baby" you. You need to take responsibility for due dates and to be aware of all that is expected of you in class. You **KNOW** when something is a lame excuse or not. You **KNOW** when you are pressing your luck. Use your own judgment. Take responsibility for yourself and your actions. If you genuinely need more time to complete an assignment because you have three exams that same week in other classes, come to me and present your case as to why you could use more time. When I am able and you present good reason, I will gladly work with you to make adjustments to due dates on a case by case basis.

Also, if you have slacked off early the semester and/or aren't handing things in on time, please don't come to me late in the semester asking how you can raise your grade. If you aren't handing in assignments and are begging me to allow you to hand in work late so you can pass the class, it's just not going to happen. If I allow one person to do that, I have to go back and let all the other students in the class do that as well...and this is not something I am going to do. There is absolutely no reason why you cannot get an A or a B in my classes if you are handing in assignments on time and truly are making an effort to take suggestions and revise your writing as needed. I am far more willing to work with you if you hand in something and want to rewrite it for a higher grade than if you simply ignored due dates to begin with. I will not give you a passing grade if you aren't handing things in or are handing in things extremely late – regardless of the sob stories you tell me about how you can't fail the class. It is **YOUR** responsibility to make sure you get things in on time **OR** if you have a true emergency or problem/conflict preventing this, to make me aware of it as soon as possible. I am more than willing to give extensions **IF** you come to me **IN ADVANCE** of an assignment's due date to explain why you could use more time. I'm not unreasonable, but I certainly ask that you budget your time accordingly throughout the semester and be responsible when it comes to handing things in on time and showing up for class on time.

Bad Weather Policy

- In the event of questionable weather, I will send out a message to our class email listserv to indicate whether or not I will be holding class. If you don't receive an email, class is still on. Feel free to call my cell phone if you don't have access to email from home.
- If it is snowing heavily or the roads are extremely icy and you commute to campus, use your own judgment to decide whether it is safe enough for you to come to class. I would rather you be safe than feel you must make it to class if the roads are extremely bad. If the roads are impassible, I will likely cancel class (even if the college is "open"). Make sure you check your email to know what the contingency class plan is if this is the case. We may decide as a class to meet at another time to make up for a missed day if that's the case.

Asking Me For A Recommendation

- I will gladly write a student a recommendation if he/she has gotten a B-range grade or higher in one of my classes (or has a B-range grade or higher average in a current class). If you are conscientious in your studies and working hard in the class, there is no reason you cannot obtain a good grade.
- If you ask for a recommendation, you are responsible for providing me with:
 - an addressed, stamped envelope where I can send the recommendation
 - a deadline date for when the recommendation is due (please get me your recommendation request at least one week prior to when it is due)
 - any information you have regarding a program or graduate school you are applying to should be provided to me so I can tailor the recommendation to address your suitability for the program

Other (Important) Stuff

- Please try to remember to turn off your cell phones in class (or at least put it on "vibrate" if it is absolutely necessary to have your phone on in class). I have a no-tolerance policy when it comes to using your cell phones in class (unless an emergency necessitates it). If you are text messaging, 2-way paging or making calls during class, I will **IMMEDIATELY** give you a zero for the "Participation/Attentiveness" portion of your grade for the entire semester and ask you to leave the class. Please be respectful to me and to your fellow classmates - keep your cell phone in your bag or pocket during class or leave it in your dorm room. I should never even **SEE** your phone in class.
- If we have a class where we are in a computer lab, you should **ONLY** be using the computer to do assignments relating to our class. You should **NOT** log on to your email, an instant messenger program or any website that does not relate to class. Please remember that class time is not your personal computer time. Again, I have a no-tolerance policy when it comes to doing this. If you are seen doing something you shouldn't be doing during class time, I will **IMMEDIATELY** give you a zero for the "Participation/Attentiveness" portion of your grade for the entire semester and ask you to leave the class.
- You are responsible for making sure the grades I record on Gradenetwork.com are accurate. Please get in the habit of checking your grades regularly to make sure I did not make any typos when entering grades and have not made any errors or oversights. If you find an error, please bring it to my attention as soon as possible and please save all of your graded assignments until the end of the semester should there be any discrepancies. I need to be able to verify the change by seeing the actual graded documents. If you cannot produce the graded document, it is at my discretion (and memory!) as to whether the change gets made.
- I don't mind if you bring food or drinks to class (if it's allowed in the building/room we have class in), but just be mindful of those around you and remember to take your trash with you.
- If, for any reason, I am late for class (this will theoretically not happen, but forces of nature may dictate otherwise), I ask that you wait 15 minutes before disbanding. I would appreciate it if someone would try to call my cell phone to see where I am.
- As much as I love kids, I kindly ask you to please not bring your children to class. It is distracting to me and to the other people in the class to have your child in the classroom even if he/she is quiet. The classroom is an adult environment and it is not appropriate for you to bring children to the classroom. Please make arrangements for their care while you are in class. If your child-care or babysitter falls through, you will simply have to miss class and accept that that is just one of the responsibilities of parenthood.
- You don't need to ask permission to go to the bathroom in college classes - just get up and go!

Grading

Grade Calculation

- I use a point system to calculate grades. I find this to be the most useful for students because, at any given time in the semester, you will be able to calculate your grade based on how many points you have earned out of the total possible points up to that time.
- I will **ONLY** change your grade if there has been a **legitimate** error in the recording or addition of your point total. I try to be careful when entering grades into the computer, but please always double check your grades on our class website to make sure I didn't mistype something.
- Please do **NOT** throw away anything that has been graded until the semester is over in case I need to verify a point total or have a computer error!

Commonly Asked Questions About Gradenetwork.com

I use a site called Gradenetwork.com to keep track of grades. Once you are in the class, I will add you to the gradebook and you will receive an email notifying you of the username and password you will use to log on to the Gradenetwork.com site.

Q: What is my username and password?

YOUR USERNAME:

I have to come up with usernames for everyone that have to be between 6 and 12 characters long. **Your username will go by the following format: Your full first name and then as much as your last name as will fit ***up to 12 characters***.** For example, my full first name is 8 characters long, so I can only add on 4 characters of my last name. So if I were in the class, my username would be "jennifermint" - Note: if you type more than 12 characters, you will not be able to log on.

YOUR PASSWORD:

Your password will be your first initial, last initial and the last 4 digits of your social security number. (For example, my password would be "jm0888")

ONCE LOGGED ON:

Once you are logged on, click on "Grade Summary" and you can check your grade for all of the classes for which you have me as a professor.

Q: The letter grade listed on the grade summary page isn't accurate!!! What is going on???

Don't worry if the "letter grade" report does not seem entirely accurate - the gradebook won't update your total letter grade until **ALL** of the grades are entered for a given assignment. So, you may have a grade show up for an assignment, but because another person may not have a grade posted yet, your letter grade will appear lower than it really is until I mark everyone's assignment. The gradebook prompts me to tell it when the assignment is **FULLY** graded (ie. when I have entered grades for **EVERYONE** in the class)...once this is done then the program calculates your grade at any point in the semester. So...long story short, don't worry **TOO** much if your letter grade online doesn't seem **QUITE** right. The main purpose of posting your grades online is that I just want you to be checking to make sure I have entered in your point totals correctly and that I have not overlooked anything. At the end of the semester, I go over all students' grades with them to make sure my records are accurate and that it is clear as to how I arrived at your grade for the semester.

Q: I handed in an assignment and there isn't a grade listed for it.

Sometimes I can be a bit slow in grading if I have a lot of papers to get through. You should **only** worry if it says "Not submitted" next to an assignment and you definitely know you handed it in on time - if that's the case then definitely bring it to my attention. However, if there is no grade posted yet and no comment next to the assignment, this simply means the assignment is in my pile of "things to grade" and I haven't gotten around to it yet.

Q: I had a class with you in a past semester - can I still log on?

Yes, you are still in the system. Your username and password are the same as in past semesters.

Below are the point totals for the assignments this semester. Please keep track of your grades and save all graded papers in case there is ever a dispute/mistake made regarding my records and your records.

*****Please note, there may be changes to this as the semester progresses. You will be notified accordingly. *****

<u>Keep Track of Your Grades</u>		
<u>Item</u>	<u>Total Possible Points</u>	<u>Points You Earned</u>
Filling Out the Student Information Form Online	5	
Syllabus Quiz	10	
Take-Home Reading Quiz 01	15	
Take-Home Reading Quiz 02	15	
Take-Home Reading Quiz 03	15	
Take-Home Reading Quiz 04	15	
Take-Home Reading Quiz 05	15	
Take-Home Reading Quiz 06	15	
Take-Home Reading Quiz 07	15	
Take-Home Reading Quiz 08	15	
Take-Home Reading Quiz 09	15	
Take-Home Reading Quiz 10	15	
Take-Home Reading Quiz 11	15	
Take-Home Reading Quiz 12	15	
Take-Home Reading Quiz 13	15	
Take-Home Reading Quiz 14	15	
Take-Home Reading Quiz 15	15	
Take-Home Reading Quiz 16	15	
Short Assignment 01	25	
Short Assignment 02	25	
Short Assignment 03	25	
Midterm	50	
Final Paper	100	
Participation/Attentiveness	50	
Extra Credit Vocabulary Quiz	15	

*****Note: Your two lowest take-home reading quiz grades will be dropped.**

Using this point system, this is how it breaks down in terms of percentages:

- Filling out the Student Information Form Online is worth 1% of your grade for the semester
- Syllabus Quiz is worth 2% of your grade for the semester
- Take-Home Reading Quizzes (16 in total with your worst 2 quiz grades dropped) are worth 42% of your grade for the semester
- Short Writing Assignments (3 in total) are worth 15% of your grade for the semester
- Midterm Exam is worth 10% of your grade for the semester
- Final paper is worth 20% of your grade for the semester
- Participation/Attentiveness is worth 10% of your grade for the semester

Course Schedule

The course schedule for what we are doing day-by-day in class is available at the following URL:
www.jenmintzer.com/imagesofwomeninthemediaschedule.htm.
Please get in the habit of checking this website daily.

IMAGES OF WOMEN IN THE MEDIA

URL for this page: <http://www.jenmintzer.com/imagesofwomeninthemediaschedule.htm>

Schedule late updated: September 08, 2008 10:08 PM

Schedule may be subject to change as the semester progresses. Any changes will be announced in class and you will receive notice via the class listserv as well.

Please get in the habit of referring to this schedule online regularly.

<u>Class #</u>	<u>Date</u>	<u>What we are doing in class today</u>	<u>What's due today</u>
1	Wednesday, September 10, 2008	<ul style="list-style-type: none"> Course overview, review of syllabus, introductions Discussion of representation of gender Graduation cap and gown letter (pdf document) Graduation cap and gown article - part 1 Graduation cap and gown article - part 2 Movie Posters (Power Point presentation) 	<ul style="list-style-type: none"> Make sure I have your email address and the last 4 digits of your social security number so I can add you to the listserv and gradebook
2	Monday, September 15, 2008	<p><u>TOPIC: IDEOLOGY IN THE MEDIA</u></p> <p>Have read for today:</p> <ul style="list-style-type: none"> Image-Based Culture: Advertising and Popular Culture (article online - pdf document) The Symbolic Annihilation of Women by the Mass Media (article online - pdf document) 	<ul style="list-style-type: none"> Syllabus Quiz due at the beginning of class Reading Quiz #1 due at the beginning of class
3	Wednesday, September 17, 2008	<p><u>TOPIC: PORTRAYALS OF WOMEN IN CHILDREN'S BOOKS, CARTOONS & COMIC STRIPS</u></p> <p>Have read for today:</p> <ul style="list-style-type: none"> Gender Representation in Notable Children's Picture Books: 1995-1999 (article online) Sex role stereotyping in the Sunday comics: a twenty year update (article online) 	<ul style="list-style-type: none"> Have the student information form on our class website filled out by today (you will get 5 points for filling this out by today) Reading Quiz #2 due at the beginning of class Please bring in a children's book to examine in class today (there is a children's

			book section in the Pine Manor Library)
Wednesday, September 17, 2008 – Last day to drop/add a course this semester			
4	Monday, September 22, 2008	<ul style="list-style-type: none"> Watch and discuss portion of "Mickey Mouse Monopoly: Disney, Childhood and Corporate Power" in class today (run time: about 23 minutes) Discuss questions on Mickey Mouse Monopoly handout <p>Have read for today:</p> <ul style="list-style-type: none"> Gender roles in animated cartoons: has the picture changed in 20 years? (article online) What if the Energizer Bunny were female? importance of gender in perceptions of advertising spokes-character effectiveness (article online) 	<ul style="list-style-type: none"> Reading Quiz #3 due at the beginning of class
5	Wednesday, September 24, 2008	<p>TOPIC: PORTRAYALS OF WOMEN IN PRINT ADVERTISING</p> <ul style="list-style-type: none"> Requirements for Short Assignment #1 discussed in class today Watch and discuss "Killing Us Softly 3: Advertising's Image of Women" in class today (run time: 34 minutes) - click here to watch video online Discuss questions on KgKilling Us Softly 3 handout Watch and discuss portion of "Spin the Bottle: Sex, Lies and Alcohol" in class today (run time: about 11 minutes) Discuss questions on Spin the Bottle handout <p>Have read for today:</p> <ul style="list-style-type: none"> The portrayal of women's images in magazine advertisements: Goffman's gender analysis revisited (article online) Gender stereotyping in medical advertising: much ado about something? (article online) Sex, Lies and Advertising (article online) 	<ul style="list-style-type: none"> Reading Quiz #4 due at the beginning of class Please bring in a magazine to examine in class today

6	Monday, September 29, 2008	<p>TOPIC: PORTRAYALS OF WOMEN ON TV</p> <ul style="list-style-type: none"> • Watch and discuss portion of "Class Dismissed: How TV Frames the Working Class" in class today (run time: 6 minutes) • Discuss questions on Class Dismissed handout <p>Have read for today:</p> <ul style="list-style-type: none"> • Gender Representation in Television Commercials: Updating an Update (article online) • The Portrayal of Women in U.S. Prime Time Television (article online - Word document) • Equal time in prime time? Scheduling favoritism and gender on the broadcast networks (article online - Word document) 	<ul style="list-style-type: none"> • Reading Quiz #5 due at the beginning of class
7	Wednesday, October 1, 2008	<p>Have read for today:</p> <ul style="list-style-type: none"> • You look mahvelous: an examination of gender and appearance comments in the 1999-2000 prime-time season (article online) • Aging on television: messages relating to gender, race, and occupation in prime time (article online - Word document) • Gender roles on prime-time network television: demographics and behaviors (article online - Word document) 	<ul style="list-style-type: none"> • Reading Quiz #6 due at the beginning of class
8	Monday, October 6, 2008	<p>TOPIC: PORTRAYALS OF WOMEN IN FILM</p> <ul style="list-style-type: none"> • Discussion of Short Assignment #1 findings • Watch and discuss "Constructed by the Gaze" in class today (run time: 5 minutes) - click here to watch video online • Watch and discuss "The Male Gaze" (run time: 7 and a half minutes, click here to watch video online) • Watch and discuss "Reviving Ophelia: Saving the Selves of Adolescent Girls" in class today (run time: 38 minutes) • Discuss questions on Reviving Ophelia handout <p>Have read for today:</p>	<ul style="list-style-type: none"> • Short Assignment #1 due at the beginning of class

		<ul style="list-style-type: none"> • Visual Pleasure and Narrative Cinema (article online) • Reading Guide to Mulvey on Cinema and Psychoanalysis (article online) 	
9	Wednesday, October 8, 2008	<p>Have read for today:</p> <ul style="list-style-type: none"> • On the rag on screen: menarche in film and television (article online) • Maintaining the double standard: portrayals of age and gender in popular films (article online) • The "best actress" paradox: outstanding feature films versus exceptional women's performances (article online) 	<ul style="list-style-type: none"> • Reading Quiz #7 due at the beginning of class
Friday, October 10. 2008 – Professors submit early semester grades to the registrar's office			
	Monday, October 13, 2008	NO CLASS – COLUMBUS DAY HOLIDAY	
10	Wednesday, October 15, 2008	<p>TOPIC: PORTRAYALS OF WOMEN IN THE NEWS</p> <ul style="list-style-type: none"> • Requirements for Short Assignment #2 discussed in class today <p>Have read for today:</p> <ul style="list-style-type: none"> • Front-page news coverage of women declines again in 1996 (article online) • Media Coverage of Women and Women's Issues (article online) • Teaching Women in the News: Exposing the "Invisible Majority" (article online - pdf document) 	<ul style="list-style-type: none"> • Please bring in a newspaper to examine in class today • Reading Quiz #8 due at the beginning of class
11	Monday, October 20, 2008	<ul style="list-style-type: none"> • Watch and discuss "She Says: Women in News" in class today (run time: 60 minutes) 	
12	Wednesday, October 22, 2008	<p>TOPIC: PORTRAYALS OF WOMEN IN VIDEO GAMES</p> <ul style="list-style-type: none"> • Discussion of Short Assignment #2 findings • Watch and discuss portion of "Game Over: Gender, Race & Violence in Video Games" in class today (run time: about 12 minutes) • Discuss questions on Game Over handout <p>Have read for today:</p> <ul style="list-style-type: none"> • An examination of violence and gender role portrayals in video games: implications for gender socialization and aggressive behavior (article online) 	<ul style="list-style-type: none"> • Short Assignment #2 due at the beginning of class

13	Monday, October 27, 2008	<ul style="list-style-type: none"> Watch and discuss "Generation M: Misogyny in Media and Culture" in class today (run time: 54 minutes) Discuss questions on Generation M handout 	
14	Wednesday, October 29, 2008	<p><u>TOPIC: PORTRAYALS OF WOMEN RELATING TO COLOR/ETHNICITY/RELIGION</u></p> <ul style="list-style-type: none"> Watch and discuss part one of "Color Adjustment" in class today (run time: 52 minutes) Review for midterm exam Study guide for the midterm discussed in class today <p>Have read for today:</p> <ul style="list-style-type: none"> Exoticization - Women of Color (website) Setting the Record Straight About Latino Images (article online) Femme Noire: Dangerous Women of Color in Popular Film and Television (article online - Word document) Race and beauty: a comparison of Asian and Western models in women's magazine advertisements (article online) 	<ul style="list-style-type: none"> Reading Quiz #9 due at the beginning of class
15	Monday, November 3, 2008	<ul style="list-style-type: none"> Watch and discuss part two of "Color Adjustment" in class today (run time: 36 minutes) Midterm exam Requirements for final paper assignment discussed in class today 	
16	Wednesday, November 5, 2008	<p><u>TOPIC: PORTRAYALS OF WOMEN IN POWER/AUTHORITY ROLES</u></p> <ul style="list-style-type: none"> Watch and analyze a film or TV show relating to female police officers in the media in class today (see IMDB.com suggestions for movies with the keyword "female cop") <p>Have read for today:</p> <ul style="list-style-type: none"> Take-charge female cops, lawyers now wear the pants (article online) The Gun and the Badge: Hollywood and the Female Lawman (article online - pdf document) Re-presenting Women Executives: Valorization and Devalorization in U.S. Business Press (article online - pdf document) Gender stereotypes of leaders: an analysis of the contents of obituaries from 1974 to 1998 (article online) 	<ul style="list-style-type: none"> Reading Quiz #10 due at the beginning of class

		<ul style="list-style-type: none"> • Psychologically Imploding Females with Guns (article online - pdf document) • Faux Power (website) 	
Friday, November 7, 2008 – Professors submit midterm grades to the registrar's office			
17	Monday, November 10, 2008	<p>TOPIC: PORTRAYALS OF WOMEN IN POLITICS</p> <ul style="list-style-type: none"> • Watch and discuss "Running Mate: Gender and Politics in the Editorial Cartoons" (run time: 47 minutes) or "Drawing Conclusions: Editorial Cartoonists Consider Hillary Rodham Clinton" in class today (run time: 26 minutes) <p>Have read for today:</p> <ul style="list-style-type: none"> • Sex, Lies, and Videotape: An Analysis of Gender in Campaign Advertisements (article online - Word document) • The effects of message theme, policy explicitness and candidate gender (article online - Word document) <p>NOTE: Advising week is THIS week - If you are my advisee, please make sure you sign up for an advising appointment with me by clicking this link (follow the instructions at the top of the page)</p>	<ul style="list-style-type: none"> • Reading Quiz #11 due at the beginning of class • If you have a suggestion or comment about the class so far, please have the mid-semester feedback form filled out online by today (this is optional)
18	Wednesday, November 12, 2008	<p>TOPIC: PORTRAYALS OF WOMEN REGARDING SEX & SEXUALITY</p> <ul style="list-style-type: none"> • Requirements for Short Assignment #3 discussed in class today <p>Have read for today:</p> <ul style="list-style-type: none"> • Images of women's sexuality in advertisements: a content analysis of Black- and White-oriented women's and men's magazines (article online) • Making Her Invisible: Cultural Representations of Lesbianism and the Lesbian Body in the 1990s (article online - pdf document) • Out of the Mainstream: Sexual Minorities and the Mass Media (article online - pdf document) <p>NOTE: Advising week is THIS week - If you are my advisee, please make sure you sign up for an advising appointment with me by clicking this link (follow the instructions at the top of the page)</p>	<ul style="list-style-type: none"> • Reading Quiz #12 due at the beginning of class

19	Monday, November 17, 2008	<ul style="list-style-type: none"> • Discussion of Short Assignment #3 findings • Watch and discuss "Off the Straight & Narrow: Lesbians, Gays, Bisexuals & Television" in class today (run time: 63 minutes) • Discuss questions on Off the Straight and Narrow handout • Watch and discuss "Further Off the Straight & Narrow: New Gay Visibility on Television, 1998-2006" in class today (run time: 46 minutes) • Discuss questions on Further Off the Straight and Narrow handout 	<ul style="list-style-type: none"> • Short Assignment #3 due at the beginning of class
20	Wednesday, November 19, 2008	<p><u>TOPIC: PORTRAYALS OF WOMEN IN SPORTS</u></p> <ul style="list-style-type: none"> • Female Athletes (Power Point presentation) • Watch and discuss "Playing Unfair: The Media Image of the Female Athlete" in class today (run time: 30 minutes) • Discuss questions on Playing Unfair handout <p>Have read for today:</p> <ul style="list-style-type: none"> • He's a Laker; She's a "Looker": The consequences of Gender-Stereotypical portrayals of male and female athletes by the print media (article online) • Gender Stereotyping in Televised Media Sport Coverage (article online) 	<ul style="list-style-type: none"> • Reading Quiz #13 due at the beginning of class
FFriday, November 20, 2008 – Last day to withdraw from a course and receive a grade of "W"			
21	Monday, November 24, 2008	<p><u>TOPIC: PORTRAYALS OF MOTHERHOOD</u></p> <p>Have read for today:</p> <ul style="list-style-type: none"> • Invisible mothers: a content analysis of motherhood ideologies and myths in magazines (article online) 	<ul style="list-style-type: none"> • Reading Quiz #14 due at the beginning of class
	Wednesday, November 26, 2008	NO CLASS – THANKSGIVING HOLIDAY	
22	Monday, December 1, 2008	<p><u>TOPIC: PORTRAYALS OF WOMEN IN MUSIC</u></p> <ul style="list-style-type: none"> • Watch and discuss "Dreamworlds 3: Desire, Sex and Power in Music Video" in class today (run time: 55 minutes) <p>Have read for today:</p> <ul style="list-style-type: none"> • Spice World: constructing femininity 	<ul style="list-style-type: none"> • Please watch at least 10 music videos on youtube.com prior to class today and be prepared to discuss your critical observations about

		the popular way (article online - pdf document)	portrayals of gender in them in class - be prepared to cite at least one you think has positive portrayals and one that has negative portrayals
23	Wednesday, December 3, 2008	<p><u>TOPIC: PORTRAYALS OF MEN IN THE MEDIA</u></p> <ul style="list-style-type: none"> • Watch and discuss "Tough Guise: Violence, Media & the Crisis in Masculinity" in class today (run time: 82 minutes) • Discuss questions on Tough Guise handout <p>Have read for today:</p> <ul style="list-style-type: none"> • The Portrayal of Men's Family Roles in Television Commercials (article online) • Advertising and the Construction of Violent White Masculinity (article online - pdf document) 	<ul style="list-style-type: none"> • Reading Quiz #15 due at the beginning of class
24	Monday, December 8, 2008	<p><u>TOPIC: MISCELLANEOUS</u></p> <ul style="list-style-type: none"> • Review of extra-credit vocabulary in class today • Course evaluations • Watch and discuss "Michael Kimmel on Gender" in class today (run time: 55 minutes) <p>Have read for today:</p> <ul style="list-style-type: none"> • Even in Modern Media, the Picture is Still the Same: A Content Analysis of Clipart Images (article online) • "I'll take gender differences for \$1000!" domain-specific intellectual success on "Jeopardy." (article online) • Girls Can Be Doctors And Boys Can Be Nurses: Surfing for Solutions to Gender Stereotyping (article online) 	<ul style="list-style-type: none"> • Reading Quiz #16 due at the beginning of class

25	Wednesday, December 10, 2008	TOPIC: SOLUTIONS FOR CHANGE <ul style="list-style-type: none"> • Discussion of final paper findings/conclusions in class today • Watch and discuss "Beyond Killing Us Softly" in class today (run time: 34 minutes) • Take extra-credit vocabulary quiz in class today 	<ul style="list-style-type: none"> • Final paper due
	Schedule of Final Exam Times for Pine Manor College classes (note: these are the scheduled times for all classes - consult with your individual instructors as to whether or not you are meeting during the final exam period)	Note: We don't have a final exam for this class - your final paper serves as your "final"	