

Dr. Stephanie Palmieri
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Office Hours: T/Th 12:00 – 1:40pm
Annenberg Atrium
And meetings by appointment

ADV 4196 – 003 – Spring 2017
Morality, Law, and Advertising
Writing Intensive – 3 Credits
T/TH 9:30-10:50
Wachman Hall 114

Course Description:

In this writing intensive course, we will explore what it means to be a media producer and consumer in 2017. We will start the course by discussing ethics and ethical approaches. We will spend a good deal of time discussing and performing media analysis, and in partners, you will present information about media law. In addition, we will spend the semester working on a formal analysis paper. This course will be highly interactive; class periods will include journal writing, short lectures, partner and group work, class discussion, and interactive, online activities.

Course Specific Objectives:

Students will:

- Question, discuss, reflect on, analyze, and write about a variety of topics including morality and ethics; ethical approaches; brand image; representations of gender, race, sexuality, disability, and socioeconomic class in advertising/media; media analysis; crisis management advertising; and political advertising.
- Write an outline, first draft, second draft, and final draft of an analysis paper.
- Revise their paper throughout the semester utilizing course material, instructor feedback, and peer feedback.
- Critique their peers' drafts and provide constructive feedback for their peers.
- Research and present a media law topic in partners, providing the class with a take home note sheet detailing that topic.

My main goals are to:

- Provide students with a classroom environment in which they feel safe to share their opinions and discuss difficult topics and issues.
- Provide students with time each class period to write journals in order to take a moment in their day to quietly reflect on important media and advertising issues.
- Help students to explore the social impact of new media on modern communication and advertising.
- Help students to evaluate their own lives as media consumers and media producers.
- To engage students in a dialogue about ethical concerns related to the production, distribution, and consumption of advertising and marketing campaigns.
- To help students become stronger, more effective writers and communicators.
- To help students become more media literate.
- To provide students with the tools to analyze media texts, form valid arguments about those texts, and utilize evidence to support their claims.

Instructor Expectations: Please note the following items are baseline expectations. These are the things you are supposed to do. Doing these things does not guarantee that you will receive an A in the course. The grades you receive on your work will also, in large part, be based on your writing ability, the quality of your work, the quality of your arguments and insights, your creativity, and your ability to follow directions.

I expect you to:

- Complete all assigned readings and watch all assigned videos.
- Participate in positive, compelling ways during class discussion.
- Be on time for all classes and meetings.
- Seek out writing help from the writing center or me if necessary.
- Turn in all assignments on time.
- Treat all classmates and me with respect.
- Complete your own assignments and properly cite all referenced materials.
- Follow directions.

Required Texts: There are no required textbooks for this course. All of the readings for this course will be posted on our course website.

Course Website: www.adv4196.weebly.com

Tumblr: <http://prof-palmieri.tumblr.com/>

I have been working on being more politically informed. I frequently post articles to this tumblr. It is here as a resource. I do not require you to read or follow it.

Google Drive:

What you will find on Google Drive

- An individual student folder titled your last name, first name – this is where you will find completed rubrics for your assignments
- Only you and I have access to your personal folder and grades
- An ADV4196- Spring 2017 course folder that contains folders for all assignment submission
- I will add my feedback directly to your drafts in Google Drive
- You will complete your peer feedback directly on the drafts in Google Drive

Disability Accommodations and Services:

- Any student with a **DOCUMENTED** disability (e.g., physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should notify both me and the office of Disability Resources and Services at the beginning of the semester.
- You can contact Disability Resources and Services at 215-204-1280 or through their website - <http://disabilityresources.temple.edu/> Please note, if you have a documented disability, ***you must provide me with the appropriate paperwork from the Disability Resources and Services office at the beginning of the semester. I cannot accommodate you without the proper paperwork, which tells me what accommodations you need.***

Media: You will frequently be working in partners and groups on in-class assignments. I encourage you to bring your smartphones, tablets, and laptops to class for these assignments. I expect you to use your tech appropriately.

Attendance: Each day we have class, you will be asked to do a short, informal journal writing assignment. There will be 28 journals during the semester. For most lessons, we will do the journals at the beginning of the class. If you come late and miss the journal for the day, you will be marked as absent. You will turn in these journals during class and get them back the following class period with my comments.

Freebies: You are allowed up to 2 total absences (excused or unexcused) with no penalty to your grade. These 2 freebies are there for whatever you need them for. For each absence (whether for a good reason or not) beyond the 2 freebies, I will take 2 points off of your overall attendance grade.

Blackboard – Online Attendance:

I use the Blackboard online attendance feature to keep track of your attendance in this course. I update it several times during the semester. You will be able to see your own attendance records using this feature.

Documented Emergencies:

- I expect you to turn in your assignments on time and completed to the best of your ability. ***Please note - late assignments will not be accepted. Late work will result in a 0.***
- I do believe in extenuating circumstances. In the event of a **DOCUMENTED EMERGENCY**, we can discuss the possibility of an assignment extension and/or a makeup exam.
- **Emergencies include:** severe illness, hospitalization, severe illness of a child for which the student is the primary caregiver, death in the family, death of a friend, military service, and imprisonment.
- **Emergencies DO NOT include:** Being scheduled to work, having car trouble, SEPTA trouble, going home to visit family, family reunions, family vacations, weddings, cruises, being in a band, not feeling well, and having Internet trouble.
- **In the event of a documented emergency:** it is the student's responsibility to provide documentation of the emergency as soon as possible, and preferably prior to when the assignment in question is due. If you are experiencing an emergency, please email your group leader as soon as possible. You will be expected to make up the work as soon as possible and no later than the date you and I establish after you communicate your emergency, I receive documentation, and I determine that you are experiencing a true emergency.
- **If you have questions about what constitutes a documented emergency:** please feel free to email me or speak with me in person. If you participate in a school group like a Division I athletics team, the Diamond marching band, ROTC, or any other **official** Temple group that requires team travel during the week, and you are concerned about scheduling conflicts, please see me at the beginning of the semester to discuss these conflicts.

Academic Honesty: Violations of academic honesty and integrity as well as any academic misconduct will be punished. These violations include cheating on assignments or examinations, plagiarizing (the unacknowledged use of another person's labor: another person's ideas, words, or assistance), selling, purchasing, or exchanging of term papers, falsifying of information, depriving another student of necessary course materials, interfering with another student's work, or being a disruption in class. Academic dishonesty or misconduct may result in a 0 on that assignment, an F in the class, and/or University mandated consequences. For more information about academic honesty, please consult the Temple University Undergraduate 2016-2017 Bulletin <http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty> This information is also listed under policy #03.70.12 in the Student Conduct Code, which is linked on the above site.

In order to avoid plagiarism, all submitted work must be the student's original work and must acknowledge the use of another person or entity's ideas, words, facts, or other types of assistance. You must provide citation for the following things:

- **Quotations.** Whenever you use a phrase, sentence, or longer passage written (or spoken) by someone else, you must enclose the words in quotation marks and indicate the exact source of the material, including the page number of written sources.
- **Paraphrasing.** Avoid closely paraphrasing another's words. Substituting an occasional synonym, leaving out or adding an occasional modifier, rearranging the grammar slightly, or changing the tenses of verbs simply looks like sloppy copying. Good paraphrasing indicates that you have absorbed the material and are restating it in a way that contributes to your overall argument. It is best to either quote the material directly, using quotation marks, or put the ideas completely in your own words. In either case, acknowledgment is necessary. Remember: expressing someone else's ideas in your own way does not make them yours.
- **Facts.** In a paper, you will often use facts that you have gotten from a lecture, a written work, or some other source. If the facts are well known, it is usually not necessary to provide a source. (In a paper on American history, for example, it would not ordinarily be necessary to give a source for the statement that the Civil War began in 1861 after the inauguration of Abraham Lincoln.) But if the facts are not widely known or if the facts were developed or presented by a specific source, then you should identify that source.
- **Ideas.** If you use an idea or ideas that you learned from a lecture, written work, or some other source, then you should identify the source. You should identify the source for an idea whether or not you agree with the idea. It does not become your original idea just because you agree with it.

Course Citation: Everything you cite in this course must be in accordance with the latest version (6th Ed.) of APA formatting. Information about the APA's publication manual can be found at: <http://www.apastyle.org/manual/index.aspx>. You may also choose to visit - <http://owl.english.purdue.edu/owl/resource/560/01/>, which provides information that will help you to appropriately format your papers and provide APA citation.

Student and Faculty Rights and Responsibilities: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy of Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02), which can be accessed through the following link <http://bulletin.temple.edu/undergraduate/about-temple-university/student-rights/>

Grade Breakdown

Assignment	File Title	Due Date	Submission	Points	% of Total Grade
Attendance/Daily Journals	NA	Daily	Hard Copy – In Class	50	10%
Media Law Presentation	Topic Title	3/23 and 3/28	Google Drive & In-Class – Hard Copies	45	10%
Paper Outline	Last Name, First Name - Outline	2/21 by 9:00am	Google Drive – Outline Folder	25	15%
Outline - Peer Feedback	NA	2/28 by 9:00am	Google Drive – Outline Folder On group members' outlines	15	
Paper First Draft	Last Name, First Name – First Draft	3/21 by 9:00am	Google Drive – First Draft Folder & Bring 3 hard copies to class	35	15%
First Draft - Peer Feedback	NA	3/30 by 9:00am	Google Drive – First Draft Folder On partner's first draft	25	
Paper Second Draft	Last Name, First Name – Second Draft	4/13 by 9:00am	Google Drive – Second Draft Folder	50	20%
Paper Final Copy	Last Name, First Name – Final Draft	5/7 by Noon	Google Drive – Final Draft Folder	130	30%
Total Points				375	

Grading Criteria:

- A = outstanding and exceptional work
- B = competent, above average work
- C = work is average and/or merely fulfills the basics of the assignment and lacks some important connection to the course material
- D = work does not fulfill the conditions of the assignment and lacks connection with the course material in multiple ways
- F = late work, poorly executed work, plagiarism or other failure to adhere to the requirements of academic integrity.

Grading Scale (%)

A = 93-100	B- = 80-82	D+ = 67-69
A- = 90-92	C+ = 77-79	D = 63-66
B+ = 87-89	C = 73-76	D- = 60-62
B = 83-86	C- = 70-72	F = 0-59

Calculating a Weighted Grade

Attendance (your points/50) (.10) + Media Law Presentation (your points/45) (.10) + Outline and Feedback (your points/40) (.15) + First Draft and Feedback (your points/60) (.15) + Second Draft (your points/50) (.20) + Final Draft (your points 130) (.30) = total x 100 = percentage = letter grade

Grade Calculation Example

Attendance	$46/50 \times .10$	=	.092		
Media Law Presentation	$40/45 \times .10$	=	.088		
Outline and Outline Feedback	$30/40 \times .15$	=	.1125		
First Draft and First Draft Feedback	$55/60 \times .15$	=	.1375		
Second Draft	$42/50 \times .20$	=	.168		
Final Draft	$122/130 \times .30$	=	.2815		
Total			.8795	x 100	87.95% B+

Extra Credit Policy:

I don't give any. Please do not ask. Please note that if a professor chooses to offer extra credit, that professor is required by the university to provide all students in that course with an equal opportunity to complete the extra credit assignment. If you ask any professor at Temple for individual extra credit, you will be turned down. Complete your assignments on time and as instructed. **Please do not email me an ultimatum that if you do not get a certain letter grade in my class you will not graduate.**

Grade Appeals:

- If you feel that a grade was not justified, you may proceed through a formal grade appeal process.
- All grade appeals must be submitted in formal writing, in a word document, via email, no later than one week after the assignment in question has been returned.
- The submitted dispute should fully delineate the reasons the student believes another grade is warranted.
- Any supporting materials including the original assignment, the completed grading rubric, and email communication with the grader should be attached to the submitted dispute.
- The appeal must provide **rational criteria** for why the current grade is inaccurate. Feelings do not constitute rational criteria. Such claims as "I worked really hard on the assignment," "I'm confident in my work," "I feel I deserve a higher grade," or "the grade was unfair" are not valid reasons to appeal a grade. The student must offer some empirical proof that the grade is inaccurate.
- Disputing a grade is not a guarantee that the grade will be changed. Once the student has submitted a formal grade appeal and all supporting evidence, the instructor will carefully review the materials and examine the assignment. The instructor will decide if the grade deserves to be changed based purely on the quality of the work submitted by the student and no other criteria.
- The instructor's grade will be the final grade for the assignment and that grade may be higher, lower, or comparable to the original grade.

Course Schedule

Topics	Class Date	Assignments Due	Points
Class 1: Course Intro	T – 1/17		
Class 2: Ethics Evaluation	TH – 1/19	Ashley Madison Articles – Links on Lesson 1	
Class 3: Applying Ethics	T – 1/24		
Class 4: Applying Ethics	TH – 1/26		
Last Day to Add/Drop a 16-Week Course --- 1/30			
Class 5: The Joneses Part 1	T – 1/31		
Class 6: The Joneses Part 2	TH – 2/2	The Joneses Journal – Hard Copy	
Class 7: Brand Image	T – 2/7		
Class 8: Brand Image 2 (Activity)	TH – 2/9		
Class 9: Global Brand Image	T – 2/14	Guest Speaker	
Class 10: Paper Brainstorm	TH – 2/16		
Class 11: Analysis 1	T – 2/21	Paper Outline Due - 9:00am	25
Class 12: Analysis 2	TH – 2/23		
Class 13: Analysis 3	T – 2/28	Outline Feedback Due - 9:00am	15
Class 14: Crisis Communication and Advertising	TH – 3/2		
Class 15: Intro and Thesis Claims	T – 3/7		
Class 16: Paper Breakdown	TH – 3/9	Former Student Papers	
SPRING BREAK--- 3/13 – 3/17			
Class 17: First Draft Review	T – 3/21	1 st Draft Due - 9:00am Google Drive Bring 3 Hard Copies to Class	35
Last Day to Withdraw from a 16-Week Course --- 10/25			
Class 18: Media Law	TH – 3/23	Presentations	45
Class 19: Media Law	T – 3/28	Presentations	
Class 20: Political Advertising	TH – 3/30	First Draft Feedback Due - 9:00am	25
Class 21: Black Mirror – White Christmas	T – 4/4		
Class 22: Black Mirror – White Christmas	TH – 4/6		
Class 23: Hegemony	T – 4/11		
Class 24: Cognitive Dissonance	TH – 4/13	Second Draft Due - 9:00am	50
Class 25: Networking	T – 4/18	Paper Meetings – Pre/Post Class	
Class 26: NO CLASS - Meetings	TH – 4/20	Paper Meetings	
Class 27: TBD – possible speaker	T – 4/25	Paper Meetings	
Class 28: Class Wrap Up	TH – 4/27		
Final Paper		Final Draft Due – 5/7 by noon	130