1 Instructor Information

Dr. Sanne A. M. Rijkhoff

Email: sanne.rijkhoff@tamucc.edu
Phone: 361-825 2537
Office: https://tamucc.webex.com/meet/srijkhoff
Office Hours: Tuesday, and Friday from 4PM to 6PM
Wednesday and Thursday from 7PM to 8PM
and by appointment

You can always email me. During office hours I will respond quickly, and I am available then for calls and online meetings, but we can also make an appointment for those.

Please read this syllabus in full. You are responsible for knowing and adhering to its contents throughout the length of this course.

2 Course Description and Purpose

The news media are sometimes called the fourth branch of government—and for good reason. Much of our exposure to politics comes not from direct experience but from mediated stories. This course is designed to help you think about this relationship between the news media and politics. We will explore how news organizations decide what is news, how they report it, how those reports have an impact on viewers or readers, policy and ultimately, the political system.

This is not a “how-to” class, but it is focused on understanding the relation between media and politics and its effects: I am not providing instruction on how to be a journalist.
Objectives and Student Learning Outcomes

On completion of this course students will be able to:

1. Recall and describe key theories and processes related to the role and content of the news media in U.S. politics.
2. Analyze the interaction of the news media and politicians/campaigners.
3. Evaluate and critique various media systems around the globe.
4. Explain and analyze the interconnections, consistencies and structures of media, politics, and the public.

Finally, you will develop your analytical and communication skills and thus you will become a knowledgeable consumer of news and political information through the media, which you will encounter in the media for the rest of your life.

3 Course Format

This class is conducted entirely online. We will have synchronous meetings three times a week for 75 minutes in addition to asynchronous online work. We cover the key theories, concepts and findings related to American media and politics during these meetings. You engage with the course material through the portal on Blackboard and some supplemental material posted there may help you to understand all the topics we cover. All students officially registered for the course can access the course’s Blackboard page. Blackboard has the course syllabus, course schedule, announcements, some readings, assignments, and any other relevant course information.

4 Requirements

Texts

The required books are listed below. Please follow the instructions on the Blackboard course space on how to acquire them. Please make sure that you have all books in your possession at the start of the semester!


3. I also strongly urge you to read a newspaper daily. Free access is available through the university library. You can access these through a database called access world news. To locate this, go to the library’s main page, click on the blue bar that states databases and search "access world news". This database has newspapers from the 1980s to the present: https://guides.library.tamucc.edu/az.php?t=3475&q=newspapers. Also, be aware of the resources made available by the librarian for political science https://guides.library.tamucc.edu/POLS. See Blackboard for more information.
4. Last but not least, all your lecture notes are also part of the study material for the exams and assignments. Attending class does not just mean showing up, it also means being prepared for class beforehand and to engage in the class. Active listening is important and taking notes helps you to process and understand the information. I also encourage you to ask questions and to join classroom discussions.

Assessment

This course is broken up over several different assessments. It is your responsibility to keep track of your grade over the course of the semester.

- Discussion boards (5) 20% (communication skills)
- Papers (3) 30% (learning outcome 2)
- Research project (1) 20% (learning outcome 3)
- Assignments (6) 30% (learning outcome 1 and 4)

✓ Attendance can result in a bonus (+3%) or a penalty (-3%) see attendance policy

- Discussion boards (20%)

This is on online class including some synchronous meetings online and asynchronous activities. To encourage participation in both formats you will engage in discussion activities. For the asynchronous format these are discussion forums. For the synchronous meetings, these are in-class activities. Each week you are asked to answer some questions in our discussion forum. After answering and writing our original post, you are asked to reply to at least two other students’ original posts. More information is available on Blackboard.

- Papers (30%)

Writing is a skill that translates across majors and careers. To that end, you will complete three short papers. Each paper should be about 1000 words long. You will complete 3 of the following 4 assignments. It is up to you what paper you want to submit at the due dates. More information is available on Blackboard.

1. Choose a country other than the U.S. and investigate the nature of its media system. Who owns the country’s newspapers and radio stations? How many are there? What types of stories do these outlets carry? How much control does the government have over the content of the news media? In general, does the media system of the country you chose seem to serve its citizens well?

2. Visit the websites of two media watchdog organizations, Fairness and Accuracy in Reporting (www.fair.org) and the Media Research Center (www.mrc.org). Discuss two or three news reports that the organizations criticize. Is the criticism fair? Why or why not? Do you have any criticisms of the watchdog groups?

3. Find a recent political advertisement on-line. The Political Communications Lab at Stanford has a large repository: http://pcl.stanford.edu/campaigns/index.html, and my website has other links to political ads. Describe the ad, including the candidates mentioned. How would you assess its accuracy and fairness? Do you think it is effective? Why?
4. Access the White House website (www.whitehouse.gov) and review the proceedings from a recent press gaggle or briefing. What types of issues are raised by reporters? What types of information did the administration provide? What is your assessment of the quality of the questions reporters are asking and the quality of information that is being given to them?

• Research project (20%)
You will write a research paper comparing and contrasting news content across organizations. More information is available on Blackboard as well.

Choose three days (the same three days for all sources) on which to watch one national television newscast (e.g., NBC Nightly News, the News Hour on PBS), read one major U.S. newspaper (e.g., Washington Post, Washington Times, Wall Street Journal, New York Times, Los Angeles Times) and read one international English-language newspaper. Some possibilities in the last category are the Globe and Mail from Canada (www.globeandmail.com), the Guardian from the U.K. (www.guardian.co.uk), the Times from the U.K. (www.thetimes.co.uk), the Jerusalem Post from Israel (www.jpost.com), the Hindustan Times from India (www.hindustantimes.com) and the Sydney Morning Herald from Australia (http://www.smh.com.au/). You are not, however, limited to these suggestions.

Answer the following questions in your analysis:
- Describe the three news organizations in terms of their size, ownership and audience. Answering this question may require some library research.
- Did the three news organizations emphasize different stories? What was the most prominent story for each? Did one organization cover a story that another completely ignored? What explanation do you have for any differences in emphasis that you found?
- How did coverage of the same story differ across the organizations? Was the topic framed differently? Why might this be?
- Did you detect any political bias in any of the media? What evidence leads you to this conclusion?
- How did each news organization cover President Obama? What major differences, if any, did you detect across news organization? What might account for the differences or similarities you identified?
- In your opinion, which news organization did the best job conveying political information? Why?

Be sure that you relate your discussion to the materials that we have read and discussed in class, and cite all sources using a the APSA standard of citation. And be sure to provide an introduction that identifies the issue your paper addresses and states your objectives.

I will grade your assignment using several criteria, including the extent to which your paper:
1. Identifies, summarizes, and defines the issue or problem at hand
2. Clearly states purposes, objectives, or hypotheses.
3. Presents observations and results in a complete, logical and clear fashion.
4. Assesses, discusses, and reconciles the supporting data/evidence acquired from the exercise in relation to the existing literature.
5. Identifies conclusions, implications and consequences.
6. Effectively organizes and articulates information to promote understanding and communicate significance of the issue or problem.

- **Assignments (6%)**

I have come to dislike the concept a few major exams because they place a premium on memorization and intense study rather than a cohesive synthesis of the material we read. These exams seem to encourage students to memorize minutiae instead of substance. However, the readings for this class were chosen with intention and I believe they are important for students to get the most out of the class. For you to be prepared for class you will need to do the readings. While I would love to be able to simply ask “did you do the reading?” and grade you on this, it seems unrealistic. Thus, each week we will have a short, graded assignment. These assignments will consist of a few multiple choice or short answer questions, as well as one or two longer (2-3 paragraph) questions that ask you to synthesize the readings in some way. So seriously, do the readings.

I understand that sometimes things come up and readings do not get done. Over the course of the semester, there are 6 assignments. Out of these 6, I will drop your lowest score. The remaining 5 quizzes are each worth 6% of your final grade. While no one quiz will make or break your final grade, failing to do any of the readings will severely limit your potential in this class. Because you have 1 assignment that is not counted, there are no formal make-up assignments. However, if you are going to miss a deadline and let me know ahead of time, we can plan for you set a different deadline. See below for the late policy.

**Assessment Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90–100</td>
</tr>
<tr>
<td>B</td>
<td>80–89.9</td>
</tr>
<tr>
<td>C</td>
<td>70–79.9</td>
</tr>
<tr>
<td>D</td>
<td>60–69.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.9</td>
</tr>
</tbody>
</table>

**Disclaimer**

Since politics is a reflection of the society in which we live, we will cover several topics in class which might be sensitive. Some examples include same-sex marriage, gun control, protest movements, and transgender rights. These topics are included because we cannot adequately study American government without covering them. Many of you bring partisan attachments and/or ideological passion to the discussion of politics. It is my policy to remain neutral in these discussions. I am a political scientist with an emphasis on the second word. Partisan and ideological perspectives are welcome and appropriate for many discussions, but they must be expressed in an appropriate and civil manner that is respectful of classmates, other individuals, groups, and institutions. Rhetoric is an integral part of political communication, but there is no place in this class (or any other) for the vitriol or distortions sometimes seen in political discourse. You have my assurance that I
will do everything reasonably related to keeping these discussions civil and academic. I
expect the same from my students, in this class, you are a social scientist – not an activist.

5 Course Policies
Contacting the Instructor
I am happy to help you either via e-mail or telephone, or through video conferencing. My
office is online, and I will be there Monday, Tuesday and Friday between 4PM and 5PM and
Wednesday and Thursday between 7PM and 8PM. You can find me here: https://tamucc.webex.com/meet/srijkhoff. If these times do not work for you, please reach
out by email to make an appointment for a phone call or video call. My goal is to engage you
in the many fascinating aspects of American politics and government. We cannot cover
everything on this broad and important topic in meetings, discussion, and the readings, so
these office hours are also the appropriate time to discuss additional ideas and materials
that may interest you. Of course, they are also a valuable resource if you have questions
about lecture, readings, assignments, or exams. If we schedule an appointment for a phone
or video call, you should be prepared; prepare your questions, have your book, notes, and
read the material in advance.

Email is the second most reliable way to reach me. Although I try to respond quickly, I will
most likely be handling many emails thus please allow up to 4 hours during the week
between 8am and 2pm, outside of those hours I will reply to your email by the next
business day at noon. If you need to reach me, please plan accordingly. Note that in every e-
mail you must identify yourself and use proper email etiquette format which consists of an
opening (As simple as the recipient’s name), a closing (as simple as your name), and a
descriptive subject line. Since I am teaching multiple classes, also include what course you
are referring to. If you do not follow these rules or if you use Internet shorthand (i.e.: \u"
instead of \you,"”) I will not reply to the message. In addition, I will not reply to emails
asking about deadlines, or any other information that can be found by looking in the
syllabus. Furthermore, I will not and cannot discuss your grade over email. Finally, I will
not answer questions about assignments, quizzes, or exams that are due within 12 hours of
the email.

Attendance of Online meetings
Attendance is mandatory. There is a strong, positive correlation between high class
attendance and high course grades. Students who regularly attend class receive a myriad of
benefits from learning in real-time with face-to-face contact with the instructor and peers.
Furthermore, upper level summer classes are in high demand. Many students who wished
to enroll were unable to do so, thus it is essential that students enrolled in the class attend.

We have 15 class meetings this semester, Of course, you might have to miss class every
now and then, thus for these 15 meetings, students who miss two or fewer class meetings
earn a 3-point reward. Those who miss four or more class meetings suffer a 3-point
penalty. Students choosing not to attend are still responsible for the material discussed in
class. Online meetings are included in this attendance policy.
Lastly, coming to class late is disruptive to your classmates and to the instructor. Please arrive to class on time. If lateness becomes a problem, I reserve the right to count late students as absent.

**Preparation for Class**

The material for this course will be covered in lecture, readings, and independent preparation for class. We cover a lot of ground, so you are likely to get lost if you do not keep up with the material. As a general policy, for each hour there is class you should plan to spend about two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend about 144 hours in total on this course (which is 28 hours per week, or almost 6 hours a day). The time required for preparation will vary by week and by individual, so this is offered as a rough guideline – and definitely not as a maximum time.

**Starfish**

The university requires that faculty members keep track of student attendance, particularly for the purpose of reporting in the SAIL system any information related to “stopped attending” or “never attended” (including exact dates). The Center for Academic Student Achievement is hosting Starfish, an early alert software program for identifying undergraduate students who need assistance from academic support services at Texas A&M University-Corpus Christi. The early alert program offers convenient early warning identification capabilities and connects students to a collaborative “success network” of faculty, advisors, and specialized support staff to address students’ needs and inquiries in real time. The early alert program allows faculty and staff to identify the academic needs of TAMUCC’s undergraduate students at any point during the academic term. Starfish provides early alerts, or “flags”, when raised by faculty or staff; generate emails notifying the student, and members of the student’s “success network” of course progress and academic concerns needing to be addressed. Students can actively engage with members of their “success network” at any time. Early alerts raised for students, however, will elicit an early alert response originating from CASA, supplemented by academic advising, and may include additional support from campus programs including Student Engagement and Success, Enrollment Management, PASS, and other academic support programs from TAMUCC. Progress report will help to identify students’ academic needs, including: poor class attendance; low class participation; low test or quiz scores; missing or incomplete work; midterm grades below a C; in danger of failing.

https://casa.tamucc.edu/retention_support_analytics/starfish.html.

**Lecture Slides**

Lecture slides are posted online on Blackboard ahead of the class meetings. However, sometimes it is necessary to make last minute changes to the slides and the final slides will be posted online on Blackboard at the end of the day. Note that these slides are under copyright this means that if you use these slides in any way, you must give me the credit the way the copyright requests. I let others copy, distribute, display and perform only original copies of my slides. If you want to modify my work, you must get my permission first.
Note that the lecture slides in class are primarily for visual learners who need to both hear words and see text as they are learning. They are not meant for students to copy as a substitute for prior studying.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere.

Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. All students have the right to learn without unnecessary distractions. These distractions include: arriving late to class, walking in front of the instructor, talking during lectures (unless recognized by the instructor), cell phone use, reading anything else than class material, falling asleep, watching videos unrelated to class on your computer, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions (of any kind) of class will lead to a reduction in your final grade. Most importantly, the syllabus of this particular class includes many sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make personal or partisan attacks.

Acceptable comments:
- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable comments:
- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.
Grade Appeals
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Grade Changes
I do make mistakes, so I am willing to review any exam or assignment grade you believe to be incorrect. However, you must see me during office hours (scheduled or by appointment) no earlier than 24 hours after the assignment or exam is returned. A request to review graded written work means that I will reconsider the entire assignment or entire exam. Therefore, the assignment/exam grade may go up or down based on my review (note: past grade reviews have resulted in changes up and down). Math errors in adding up exam grades will be resolved in your favor and will not entail review of the entire exam/assignment. These can (and should) be brought to my attention immediately (i.e. no 24-hour cooling off period). You are not obligated to bring me errors made in your favor.

Late Policy
Late work is not accepted in this course (unless you have prior approval from the professor). Deadlines are stated in the syllabus and are posted on Blackboard. Students are responsible for tracking their own assignments and due dates. It is your responsibility to make sure that you submit your work ahead of the deadline. For example, if the deadline is 11.59pm, your work needs to be submitted by 11.58pm. Late submission results in a 0.

Should you miss an assessment or deadline it is your responsibility to notify me (ideally in advance). I will not seek you out to remind you that you missed an assessment. Any make-up work has a scheduled deadline of the final day of the semester.

It is the student’s responsibility to trouble-shoot and resolve any technology problems in their online accounts and their DUO abilities before the syllabus deadlines and before the end of the semester. This involves a student opening a ticket with the IT Helpdesk and keeping the reference numbers for the student account, taking and saving screenshots of problems, email correspondence copies, office hours meetings, and other related attempts.

On a related note, you should complete assignments early to protect against computer failures. Always retain an electronic copy of your work and be sure to back up your computer files on a regular basis. Also make sure to keep your graded work after I return it to you until at least the end of the semester.
Extra Credit

No extra credit options are available for this course. No exceptions. Please do not request extra credit from the instructor at any point in time, especially at the end of the semester.

Academic Dishonesty, Cheating, and Plagiarism

Academic dishonesty, cheating, and plagiarism of any kind are unacceptable. There are no exceptions. Consequences for academic dishonesty, cheating, and plagiarism include, but are not limited to, a failing grade for an assignment, a failing grade for the course, noncredit for an assignment, additional work, and/or direct referral to university officials. Most often the result is a 0 for the relevant assignment or exam. If academic dishonesty, cheating, or plagiarism is suspected on any assessment, the instructor reserves the right to impose restrictions and make changes on future assessments for an individual and/or the entire class as needed.

Please note that the university requires that faculty members formally report all instances of academic misconduct. Thus, I will report all instances of academic misconduct. Here is the link for copies of the required forms and reports:
http://judicialaffairs.tamucc.edu/academicmisconduct.html. Here are the official procedures:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.04_student_academic_misconduct.pdf.

Academic dishonesty includes, but is not limited to, the use of unauthorized information during a quiz or exam, plagiarism, submitting the same paper for multiple courses without permission, or depriving another student of the ability to perform his or her work.

The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, plagiarism; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.

The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. Please note plagiarism includes intentionally, knowingly, or carelessly presenting the work of another as one’s own. Additionally, the procedure has been updated to reflect the Academic Integrity Committee as the body to consider grade appeals and academic misconduct cases, as well as identifies the selection process of committee members. Detailed information can be found on the University Handbook of Rules and Procedures website. Contact for interpretation or clarification is the Associate Vice President for Academic Affairs. If you have questions about the university’s policy on academic dishonesty, please see the Student Code of Conduct at http://judicialaffairs.tamucc.edu/studentcofc.html.

Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the University Student Handbook. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the
student’s own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of the Academic Honor Code will not be tolerated.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**S.A.I.L. System**

S.A.I.L. is a secure online student portal where you can access your student, academic, and financial aid records at Texas A&M University-Corpus Christi. Students can find information related to registration, class schedules, course catalogs, tuition and fees, grades, etc. at http://sail.tamucc.edu/.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

**Veterans**

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. Veterans can find more information online at http://vets.tamucc.edu/. Please also communicate with your instructor for assistance.

**Student Caregivers**

If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this at the beginning of the semester with the instructor to work out an appropriate strategy and keep in regular touch with the instructor during the semester.
Part-time or Full-time Employed Students
If you anticipate scheduling conflicts or workload difficulties, please discuss your questions, concerns, and potential solutions with the instructor at the beginning of the semester and keep in regular touch with the instructor during the semester.

6 Tentative Course Schedule*
All dates, assignments, and evaluations are subject to change with advanced notice. Please pay careful attention to Blackboard for updates. The times deadlines for assignments and papers submitted through Blackboard are 11:59PM in Corpus Christi, Texas (i.e., Central Time Zone).

<table>
<thead>
<tr>
<th>Week 1 June 1 – June 5</th>
<th>Media-based politics &amp; The American media system</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
<td>Iyengar 1 and 2, Ridout 2 and 3</td>
</tr>
<tr>
<td><strong>Meetings</strong></td>
<td>Tuesday June 2 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td></td>
<td>Wednesday June 3 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td></td>
<td>Thursday June 4 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td><strong>Discussion 1</strong></td>
<td>Post due Thursday June 5 @ 11.59PM</td>
</tr>
<tr>
<td><strong>Assignment 1</strong></td>
<td>Quiz 1 due Friday June 6 @ 11.59PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2 June 8 – June 12</th>
<th>Where do we get our news &amp; Decline of adversarial journalism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
<td>Iyengar 3 and 4, Ridout 4 and 5</td>
</tr>
<tr>
<td><strong>Meetings</strong></td>
<td>Tuesday June 9 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td></td>
<td>Wednesday June 10 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td></td>
<td>Thursday June 11 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td><strong>Discussion 1</strong></td>
<td>Replies due Monday June 8 @ 11.59PM</td>
</tr>
<tr>
<td><strong>Discussion 2</strong></td>
<td>Post due Thursday June 12 @ 11.59PM</td>
</tr>
<tr>
<td><strong>Paper</strong></td>
<td>Paper 1 due Monday June 8 @ 11.59PM</td>
</tr>
<tr>
<td><strong>Assignment 2</strong></td>
<td>Quiz 2 due Friday June 12 @ 11.59PM</td>
</tr>
</tbody>
</table>
**Week 3 June 15 – June 19** *New media and political campaigns*

<table>
<thead>
<tr>
<th>Readings</th>
<th>Iyengar 5 and 6, Ridout 6 and 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>Tuesday June 16 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td></td>
<td>Wednesday June 17 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td></td>
<td>Thursday June 18 @ 1pm – 2.30PM</td>
</tr>
</tbody>
</table>

**Discussion 2** Replies due Monday June 15 @ 11.59PM

**Discussion 3** Post due Thursday June 18 @ 11.59PM

**Paper** Paper 2 due Monday June 15 @ 11.59PM

**Assignment 3** Quiz 3 due Friday June 19 @ 11.59PM

**Assignment 4** Watch *Journeys with George* film and answer questions due Friday June 19 @ 11.59PM

---

**Week 4 June 22 – June 26** *Governing through the media, public opinion and campaigns*

<table>
<thead>
<tr>
<th>Readings</th>
<th>Iyengar 7, 8, and 9 Ridout 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>Tuesday June 23 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td></td>
<td>Wednesday June 24 @ 1pm – 2.30PM</td>
</tr>
<tr>
<td></td>
<td>Thursday June 25 @ 1pm – 2.30PM</td>
</tr>
</tbody>
</table>

**Discussion 3** Replies due Monday June 22 @ 11.59PM

**Discussion 4** Post due Thursday June 25 @ 11.59PM

**Paper** Paper 3 due Monday June 22 @ 11.59PM

**Assignment 5** Quiz 4 due Friday June 26 @ 11.59PM
Week 5 June 29 – July 3 Presidential rhetoric & Evaluating media and politics

Readings
Iyengar 10 and 11 Ridout 12 and 15 **

Meetings
Tuesday June 30 @ 1pm – 2.30PM
Wednesday July 1 @ 1pm – 2.30PM
Thursday July 2 @ 1pm – 2.30PM

Discussion 4
Replies due Monday June 30 @ 11.59PM

Discussion 5
Post due Thursday July 2 @ 11.59PM

Discussion 5
Reply due Friday July 3 @ 11.59PM

Assignment 6
Quiz 5 due Friday July 3 @ 11.59PM

Research Project
Project due Friday July 3 @ 11.59PM

* The instructor reserves the right to make changes to the course schedule or material due to instructional needs throughout the semester. Students are responsible for using the most current version.

** Chapter 15 of Ridout comes from the second edition of the book and this chapter will be made available through Blackboard. The title is: Fake News. What Is the Influence of Fabricated Stories and Efforts to Undermine Media Credibility?

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Classes begin</td>
</tr>
<tr>
<td>June 2</td>
<td>Last day to late register or add a class</td>
</tr>
<tr>
<td>June 19</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>July 1</td>
<td>Last day to withdraw from the University</td>
</tr>
<tr>
<td>July 3</td>
<td>Last day of classes / Summer session I final examinations / Last day to apply for summer graduation</td>
</tr>
<tr>
<td>July 7</td>
<td>Summer I grades due</td>
</tr>
</tbody>
</table>

https://www.tamucc.edu/academics/calendar/2020_summer.html

8 Personal and Public Health Statement – Covid 19

As you know in response to the outbreak of the Covid-19 virus all courses are held entirely online. While you should be somewhat familiar with Blackboard, this might be the first time you are asked to take a class completely online. While this situation is not ideal, the goal is to provide, as best as we can, a high-quality educational experience for you. I will not be able to recreate the exact same in-person classroom experience in this online environment but know that I will do the best I can.
There are lots of available resources from the university online, this includes resources from the library. ODELT and IT. Please know that I am here to help you as much as I can. Please do not hesitate to reach out.

This online format might be challenging for you. It requires that you are adhering to a strict daily schedule. Make sure you read the announcements in your class space and follow the lecture slides and posts made by me. Also, make sure to keep track of the readings in the textbook. I realize that this asks of you to create a good study schedule and to be disciplined. I have set deadlines for the assessments to help you keep this schedule. Still, please reach out if you are in need for make-up opportunities.

We will have class meetings for three days each week. In addition, I am available via email and during virtual office hours if you need. I am here to make sure that, despite the situation, you have the most seamless transition possible. I promise to be patient with you, if you are patient with me.

I understand that many of you have jobs which may have increased or decreased hours and that this causes worry. Also, some of you might have increased family and personal responsibilities during this trying time. Then some of you may lack access to a good computer or reliable high-speed internet. Please let me know if this online format will be very difficult for you due to a lack of the necessary equipment.

In the meantime, please take good care of your own health and of that of others around you. Most of us have heard the basic public health recommendations we should follow, including:

- Stay at home for as much as you can – if you need to go outside, wear a mask and gloves.
- Wash your hands frequently with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer.
- Avoid touching eyes, nose, and mouth.
- Avoid close contact with people who are sick.
- Avoid large public gatherings (10 or more people) and exercise social distancing.
- Cover your mouth when coughing and sneezing with a tissue, then discard the tissue in a contained trash bin. If no tissue available, cough or sneeze into your elbow.
- Clean and disinfect frequently touched objects and surfaces.
- Seek medical attention if you believe you have been exposed or present with symptoms.
- Call ahead before presenting at a doctor's office or emergency room.

Finally, you likely still have a lot of doubts, questions, and worries. It is important that besides this class you also take time to relax and find some time for yourself. I recommend that you find some activities to help you have a little fun, that help you unwind, and help you to take care of your mental health. On Blackboard I provide a list of websites where you can find different interests and activities that you can do in between work so that you can take care of yourself between all of the work you have to do. Remember, your mental health is just as important (if not more important) as your homework, so find something in the list on Blackboard that interests you and spend a few minutes doing something that you enjoy every day.