Journalism, Advertising, and Media Studies 620:
Seminar in Global Media
Fall 2019

READING RESPONSES
10 x 2 = 20% of grade

1st half of the semester: Sep 10 – Oct 15
2nd half of the semester: Oct 22 – Dec 3

You will submit 5 reading responses to Canvas each half of the course. They are due by the start of the class during which we discuss that reading. Minimum 200 original words for undergraduate students, 300 for graduate students.

Late RRs due by mid-semester can be turned in for up-to half credit until 12:30 pm, Oct 15th. Late RRs due by the end of the semester can be turned in for up-to half credit until 12:30pm, Dec 3rd.

Everyone has to do the special Dec 3rd RR and it counts as one of your five for the second half of the semester. (More instructions on the Dec 3rd RR will be given around the mid-point in the semester.)

You may turn in more than 5 each half of the semester, and I will use your best 5 for your grade. (So if you received the following grades—1.5, 2, 2, 2, 2, 2— your final grade for that half of the semester would be 10 out of 10 points, or 100%.) It is recommended that you start early to get the hang of this assignment.

The purpose of this assignment
1. To get everyone thinking critically with readings before coming to class.
2. To let the teacher know where students are with their comprehension and engagement.
3. To help people develop their critical writing skills and citation skills in preparation for the exams and final papers with low-stakes grading.

Guidelines
Each response is worth 2 points. Late responses can earn no higher than 1 point.
There is no single right answer for this assignment. The point is to show you are *making an effort* to work through course material.

Imagine someone who has never read the original text will read your RR. Your job is to:

a) **EXPLAIN A CONCEPT**
   Summarize and explain, in your own words, <u>one (1) central argument, concept, theory, or term</u> from the text. You must cite a specific page of the text to support your explanation. This ensures that you are responding to what the actually author said. It is also good practice for papers and exams.

b) **MAKE A CONNECTION**
   Connect the reading to other readings, a media example, or a current event. Cite it. You can include a link to a piece of media or news story you think relates, with an explanation of why it's included and any questions that it brings up for you. Or draw a connection to another course reading and unpack why you think they should be put in conversation together. This ensures you apply the concept, which is a great way to remember it and to sort out the ways it's useful and the ways it's problematic.

c) **ENTER THE CONVERSATION**
   What is your perspective on the concept you unpacked and the connection you made? Do you agree with the author's argument on this idea or disagree? How are you processing this?

Through explanation and application (i.e. your "connection") a reader who has never seen the original article should come away from your RR with useful knowledge about this new concept.

<u>**Rubric**</u>

2 pt posts   will accomplish all three of the above goals (a, b, & c).
1.5 pt posts will accomplish two of the above goals.
1 pt posts   will accomplish one of the above goals.
0.5 pt   posts will have made an attempt, but not met any of the goals.

<u>**Word count**</u>

Posts that are shorter than 200 words for undergrads and 300 words for grad students cannot get full credit. You may need to write more than the word minimum to accomplish all the goals and get full credit (especially when you are first figuring out how to do the assignment).

Quotations do not count toward the word count.

Posting

RRs are due by 12:30pm, meaning before the start of the class session during which the pertinent reading will be discussed. You will post them to the Discussion section of Canvas. Each date will have its own Discussion slot.

If there is more than one scholarly reading on a day, you may write your RR about either. You can only receive credit for one post per class session.

You are strongly encouraged to write up RRs for dates when you are set to be the discussion leader.

Second half the semester note

When some or all of the readings for a day are non-scholarly, slightly different guidelines will apply. These will be posted in the pertinent Discussion Topic thread and discussed in advance in class. More or less it boils down to this: **All RRs must be focused around a scholarly key term or concept.**

- If on x date the scheduled readings include one scholarly text (ex. academic journal article) and one popular text (ex. *New York Times* article), you must write your RR on the scholarly text. You may use the other text as your "connection."
- If on y date the scheduled readings are all non-scholarly, you will need to apply a key term/concept from a scholarly reading from earlier in the semester to these non-scholarly sources. Again, you may use the non-scholarly sources for that day as your "connection."