

**ENG 101.006: Engaging Television**  
**Spring 2014**  
**MWF 9:00am-9:50am**  
**Location: Callaway N203**

Instructor: Aaron Goldsman

Email: [aaron.goldsman@emory.edu](mailto:aaron.goldsman@emory.edu)

Office Hours: Mondays, 10:00am-11:00am, Callaway N207A

(Updated as of January 15, 2014)

### **Course Description**

Television is perhaps the most iconic and all-pervasive form of mass media today. Whether we're watching on our phones, our computers, our tablets, or even on good old-fashioned TV screens, television remains a big part of the media diets—and thus, the lives—of many of us. Further, with the range of new digital tools now widely available to television viewers—from social media to online publishing platforms like blogs and wikis—there are more opportunities than ever before to actively participate in and publically reflect on TV's composition, consumption, and cultural impact. In this course, students will develop their skills as critical and engaged viewers of television while exploring how to talk about and back to TV across a range of media. As a course in first-year composition, the emphasis of "Engaging Television" will be on student intervention into the many kinds of conversations and communities that surround TV. Working primarily in groups attending to a specific television series, students will engage in an in-depth analysis of a single televisual text over the course of the semester. Drawing on a range of critical tools and concepts from media and television studies, as well as the wider ecosystem of writing about television to be found online, student work will build towards the collaborative creation of online handbooks to each group's series.

### **Course Objectives**

ENG 101 is a writing-intensive course satisfying Emory's first year English writing requirement and comprehensively conforming to the Council of Writing Program Administrators Outcomes Statement for First-Year Composition. The Outcome Statement can be viewed at <http://wpacouncil.org/positions/outcomes.html>. While the course aims to address all of the outcomes included in the Statement, there will be a particular emphasis on the following:

- Rhetorical knowledge: The ability to focus on a purpose or topic; to respond to the needs of a given audience and situation; to understand how genres shape reading and writing experiences; and to write in a range of different genres and media.

- **Critical thinking, reading, and writing:** The ability to use writing and reading for inquiry, learning, thinking, and communicating; to integrate one's own ideas with those of others; and to understand the relationships among language, knowledge and power.
- **Collaborative and peer work:** The ability to work effectively and productively with others; to respect the writing, research, and viewpoints of others; to helpfully critique, develop, and workshop the writing of others; and to accept the feedback of peers and incorporate it into revision.
- **Processes:** An understanding of composition as a multi-stage process that usually requires a number of drafts and extensive revision. In addition, students will develop a range of flexible strategies for generating, revising, editing, and proof-reading texts, as well as an open approach to their process that can accommodate developing insights and ideas in later-stage revision.
- **Knowledge of Conventions:** An understanding of common formats for different kinds of texts, as well as genre conventions ranging from structure and paragraphing to tone and mechanics. In addition, students will develop control of such surface features as syntax, grammar, punctuation and spelling.

### **Reading and Viewing**

You are not required to purchase any texts for this course. That said, you will be responsible for finding consistent and comprehensive access to your group's television show, whether by way of DVD purchase, streaming services like Netflix or Hulu, or other means. With the exception of films and television episodes, all other texts will be available on the Blackboard site for this course or elsewhere online.

**Please bring printed copies of the day's reading to each class.**

You will also be required to familiarize yourself with your group's TV show throughout the semester. While you will have the chance to work out a more precise viewing load with your group once it forms, expect to watch, carefully and closely, at least 2 hours a week of your series.

*\*\*\*Using Blackboard:* Students can access their Blackboard account at <https://classes.emory.edu/webapps/login>, and log in using their EmoryID and password. Once logged in, click on "ENG101: Expository Writing" to access the homepage for our course. All course readings will be available to download as PDFs under the "Readings" tab on the left-hand side of the page. Electronic copies of assignments and the syllabus will also be available on Blackboard.

### **Course Requirements**

This is a writing class, and your attendance at each meeting is mandatory. In addition to keeping up with the reading and participating in each class, a number of assignments will be due throughout the semester. Note: late work will not be

accepted, except under highly mitigating circumstances. While you will get more information on each assignment as it comes up, here is a brief overview:

- **Critical Response Papers:** Each week, I will circulate a writing prompt asking you to assess a key critical concept or term from the week's reading and apply it to your group's TV series. Over the course of the semester, you will be required to respond individually to **three** of these prompts in a 3-4 page paper due one week after the prompt is circulated. Although which weeks' prompts you write on will be up to you, your first paper must be turned in by February 14<sup>th</sup>, the second by March 7<sup>th</sup>, and the third by April 11<sup>th</sup>. Revised versions of these response papers will be included in your group's online handbook project.
- **Literature Review:** The semester's first group project, the literature review will be a summary and assessment of the extant online resources, conversations, and web-based communities focused on your group's series. Each group will collaboratively produce a 3-4 page review in preparation for the larger handbook project.
- **The Online Handbook:** This project is at the center of our course, and will be the main focus of the semester's work. The handbook will be a wholly collaborative effort, with all students working in groups of four throughout the semester to produce an online companion to a show of the group's choice. Early in the semester, we will decide as a class what elements an effective handbook should include in addition to revised versions of the literature review and critical response papers.
- **Group Presentations:** At the end of the semester, each group will prepare a 15 minute presentation introducing their series and their handbook to the class.

### **Grade Breakdown**

- Critical Response Papers: 20%
- Literature Review: 10%
- Online Handbook: 40% (20% individual grade; 20% group grade)
- Group Presentations: 15%
- Participation: 15%

### **Course Policies**

#### Attendance

This is a writing class, and most of our meetings will be run as workshops featuring discussions, peer review, and in-class writing and revision. As a result, it is vitally important for both your own success and that of your peers that you attend as many classes as possible. With this in mind, each student will be allowed 2 absences or "personal days" no questions asked. Every unexcused absence thereafter will have a negative impact on your overall final grade, at the rate of one grade deduction per

absence (for example, a B+ becomes a B, then a B becomes a B-). If you use your two “personal days,” excused absences will be given only for documented medical conditions, family emergencies, or religious observance. Excused absences will not be given for extracurricular activities; if you foresee missing class due to extracurricular activities, you will be using your personal days for those absences.

### Email

If you need to get in touch with me for any reason throughout the semester, you can always email me at [aaron.goldsman@emory.edu](mailto:aaron.goldsman@emory.edu). During the week, you can expect a response from me within 24 hours. If you email me on the weekend, you can expect a response before noon on Monday.

### Electronics

Personal electronics—including mobile phones, tablets, and laptop computers—are not allowed in class except during specially designated group work times. **Please print off each day’s readings and bring the hard copy to class.**

### Academic Honesty

The Emory College Honor Code must be observed at all times. Plagiarism—Don’t Do it! It is a serious academic offense and all suspected cases will be reported to the College Honor Council. Review the policy here:  
[www.college.emory.edu/current/standards/honor\\_code.html](http://www.college.emory.edu/current/standards/honor_code.html)

## **Resources**

### Emory Writing Center

The Emory Writing Center offers 45-minute individual conferences to Emory College and Laney Graduate School students. Our discussion- and workshop-based approach enables writers of all levels to see their writing with fresh eyes and to practice a variety of strategies for writing, revising, and editing. The EWC is a great place to bring any project—from traditional papers to websites—at any stage in your composing process. EWC tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they won’t proofread for you. Instead, they’ll discuss strategies and resources you can use to become a better editor of your own work.

The EWC is located in Callaway N-212. We encourage writers to schedule appointments in advance as we can take walk-ins on a limited basis only. We require hard copies of traditional paper drafts and encourage you to bring a laptop if you’re working on a digital or multi-modal text. Please bring a copy of your assignment instructions, too. In addition to our regular conferences in Callaway, we host Studio Hours every Tuesday from 7-9 pm in Woodruff Library 214. Studio Hours provide a supportive, focused workspace and are open to all students. EWC tutors circulate to encourage writers, provide resources, and address questions. For

more information about the EWC, or to make an appointment, visit <http://writingcenter.emory.edu>.

### *Tutoring for Multilingual Students*

If you are a multilingual student and English is not your first language, you may benefit from working with trained ESL Tutors. These tutors are undergraduates who will support the development of both your English language and writing skills. Like Writing Center tutors, ESL tutors will not proofread your work. Language is best learned through interactive dialogue, so come to an ESL tutoring session ready to collaborate!

ESL tutors will meet with you in designated locations on campus for 1-hour appointments, and they will help you at any stage of the process of developing your written work or presentation. You may bring your work on a laptop or on paper.

In Spring 2014, a new scheduling system called ASST will replace TutorTrac for ESL tutoring appointments. For instructions on how to schedule an appointment, links to ASST, and the policies for using the service, go to:

<http://college.emory.edu/home/academic/learning/esl/tutoring/index.html>

If you do not have a scheduled appointment, you may use the Academic ESL Skills Lab, located in Room 422 of Woodruff Library (next to the Language Center). Here, you may have less time with a tutor if other students are waiting, but you can find drop-in support just when you need it. To view the lab hours for the current semester, go to: <http://college.emory.edu/home/academic/learning/esl/lab.html> .

For information about other ESL services available to undergraduates, go to:

<http://college.emory.edu/home/academic/learning/esl/index.html>

or contact Jane O'Connor, Director of ESL Services ([jcoconn@emory.edu](mailto:jcoconn@emory.edu)) or Denise Dolan, Assistant Director of ESL Services ([denise.dolan@emory.edu](mailto:denise.dolan@emory.edu)).

### *Disability Statement*

Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with me to discuss this as soon as possible. All information will be held in the strictest confidence. For more information, please visit <http://www.ods.emory.edu/> or contact the office by phone at (404) 727-9877 [voice] or TDD: (404) 712-2049.

### *Emory Counseling Center*

Free and confidential counseling services are available at the Emory Counseling Center.

(404) 727-7450 and [studenthealth.emory.edu/cs/index.php](http://studenthealth.emory.edu/cs/index.php)

### *Academic Advising and Class Deans*

If you have any academic concerns or questions about Emory College of Arts and Sciences policies, you should first meet with an OUE academic adviser. If an academic adviser is unavailable to meet with you, you may meet with an OUE dean during open hours.

- OUE Academic Adviser appointments: Visit White Hall 300 or call 404.727.6069
- Deans' Open Hours:  
<http://college.emory.edu/home/administration/office/undergraduate/hours.html>

### Course Schedule

Note that the following schedule may be subject to change throughout the semester.

Week	Date	Class Activities	Reading & Assignments Due
1	1/15	Introduction to course	<i>Please note that Tuesday, January 21<sup>st</sup> is the last day to change your schedule.</i>
	1/17	Discussion of TV genres	
2	1/20	<i>MLK Holiday - No Class</i>	
	1/22	Discussion of Adorno and Horkeimer	Theodore Adorno and Max Horkeimer, "The Culture Industry" (BB)
	1/24	Form Groups	
3	1/27	Discussion of Fiske and Hartley	John Fiske and John Hartley, <i>Reading Television</i> , Ch's 1 and 5 (BB)
	1/29	Continued discussion of Fiske and Hartley	John Fiske and John Hartley, <i>Reading Television</i> , Ch's 6 and 7 (BB)
	1/31	Group Work	
4	2/3	Discussion of Williams	Raymond Williams, <i>Television</i> , Ch 5 (BB)
	2/5	Continued discussion of Williams	Raymond Williams, <i>Television</i> , Ch 6 (BB)
	2/7	Introduce Literature Review; Group Work	
5	2/10	Discussion of McLuhan	Marshall McLuhan, <i>Understanding Media</i> , Ch's 1 and 2 (BB)
	2/12	Continued discussion of McLuhan	Marshall McLuhan, <i>Understanding Media</i> , Ch 31 (BB)
	2/14	Group Work	<b>1<sup>st</sup> Critical Response Due</b>
6	2/17	Discussion of Warner	Michael Warner, "Publics and Counterpublics" <b>Literature Review Due</b>
	2/19	Continued Discussion of Warner;	

		Criteria for the Handbook	
	2/21	Group Work	
7	2/24	Discussion of Foster Wallace	David Foster Wallace, "E Unibus Pluram: Television and U.S. Fiction", pp151-71 (BB)
	2/26	Continued Discussion of Foster Wallace	David Foster Wallace, "E Unibus Pluram: Television and U.S. Fiction", pp171-93 (BB)
	2/28	Group Work	
8	3/3	Discussion of <i>Network</i>	Watch <i>Network</i> (1976, dir. Sidney Lumet)
	3/5	Discussion of Warhol	Andy Warhol, <i>The Philosophy of Andy Warhol</i> , Ch's 5 and 6 (BB)
	3/7	Group Work	<b>2<sup>nd</sup> Critical Response Due</b>
9	3/10	<i>Spring Break - No Class</i>	
	3/12		
	3/14		
10	3/17	Discussion of Torres	Sasha Torres, "Television and Race" (BB)
	3/19	Discussion of D'Acci	Julie D'Acci, "Television, Representation and Gender" (BB)
	3/21	<b>NO CLASS</b>	<b>Handbook Proposals Due via email by 5pm</b>
11	3/24	Discussion of Becker	Ron Becker, "Primetime TV in the Gay Nineties: Network Television, Quality Audiences, and Gay Politics" (BB)
	3/26	Class discussion of Online Tools	
	3/28	Group Work	
12	3/31	Discussion of Tobias and Murray	Scott Tobias and Noel Murray, "How Has the Culture of TV (and TV-Watching) Changed?" ( <a href="http://www.avclub.com/article/how-has-the-culture-of-tv-and-tv-watching-changed-42274">http://www.avclub.com/article/how-has-the-culture-of-tv-and-tv-watching-changed-42274</a> )
	4/2	Discussion of VanDerWerff	Todd VanDerWerff, "In Defense of Slow TV" ( <a href="http://www.avclub.com/article/in-defense-of-slow-tv-68187">http://www.avclub.com/article/in-defense-of-slow-tv-68187</a> )
	4/4	Group Work	
13	4/7	<i>Group Conferences - No class</i>	
	4/9		
	4/11		<b>3<sup>rd</sup> Critical Response Due via email by 12:00pm</b>

14	4/14	Discussion of student-selected reading	
	4/16	Discussion of student-selected reading	
	4/18	Discussion of student-selected reading	
15	4/21	Discussion of student-selected reading	
	4/23	Final Workshop Day	
	4/25	Group Presentations	
16	4/28	Group Presentations	<i>Reflective Essay due May 9<sup>th</sup> at 5pm</i>