

THE FUTURE OF YOUR TV

MSP 0821 Sec 002 CRN 19025 Fall 2023

This class will be taught Live/In-Person: Tues & Thurs – 2pm-3:20 pm - Gladfelter Hall - 0L024

Instructor: Ali Castellini, AliC@Temple.edu (please sign all emails and place course number in the subject. This helps me respond to you faster.)

Office Hours:

- T R 11am-12pm in person or virtually
- W 9:30am-10:30am virtually by sign up
- M-F by appointment

Teacher Assistant (TA):

- Anyun Chatterjee, anyun.chatterjee@Temple.edu

Course Description:

What is television? How has this window into the politics, economics and cultural zeitgeist of our moment evolved since its inception? How has this form's roots in radio, cinema, theater and newsprint shaped its emergence? And most importantly for this course: What is the future of your TV? Will it remain the "vast wasteland" that 1960s FCC chairman, Newton Minow lamented, or will it live up to its potential as a nexus of the most compelling innovations in user experience, entertainment and importantly education?

This course will explore how ongoing (r)evolutions in technology, programming and content-delivery are (re)shaping the televisual experience. It will explore how the tenuous relationship between corporations, viewers and state regulation also contribute to its evolution. This course will examine how traditional network broadcasters like ABC, CBS and NBC, juggernaut streaming platforms like Netflix, Disney+ and social media corporations like YouTube, Facebook and Tik Tok as well as gaming platforms, conspire to shape our sense of personhood, community engagement and/or alienation, dislocation and addictive consumption as they labor to advance but also exploit the form.

Ultimately, this course will ask you and your peers—budding content creators and/or conscientious observers that you are—to think critically as you imagine what role your generation will play in this ongoing drama.

Course Goals:

- Build a knowledge base of the key elements of TV
- Understand TV as a complex system of creativity, business, art, and technology
- Explore the historical, global, aspects of TV culture industries
- Critically evaluate television as a practice of communication
- Critically evaluate your roles as viewer, consumer, audience member, and content producer
- Develop a historically informed speculation on the future of the form and the industry

Statement and Explanation for the Use of Generative AI tools (e.g. ChatGPT, Dall-e, etc.)

Any misuse of AI tools for work in this class may be considered a violation of Temple University's Academic Honesty policy and Student Conduct Code, since the work is not your own. The use of unauthorized AI tools will result in possible failure of the course as well as being reported to the Dean of the College and the Dean of Students.

AI is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content).

Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example we will be using APA Citations for all written

assignments as this is the most commonly used citation formatting for the Media Industry. See these resources for APA guidance on your Library Nav.

Any assignment that is found to have used generative AI tools in unauthorized ways will be subjected to the policy stated above. **When in doubt about permitted usage, please ask for clarification.**

Attendance Policy for course:

- **If you are absent from class, you are responsible to make up the material you've missed.** Get notes from a classmate and check Canvas for class materials presented. Once you have completed the previous steps, you can always meet with the Instructor or TA to review anything that is still unclear. **Any in-class activities or quizzes cannot be made up.**
- You are allowed **three** absences in this course. This amount of absences is based on the average Sick Time/PTO/vacation that media companies offer full time employees for 52 weeks of the year. Use your days wisely. More than 3 unexcused absences will affect your overall grade.
- There will be no penalty for missing classes due to **proven** illness, including COVID 19 related illnesses. However, excessive unexcused absences will be addressed and will impact your overall grade.
- Students will be excused from class to participate in official Temple activities or to observe religious holidays.
- **In the instance of excused absences, the student must notify the instructor in advance** of any conflicts in the schedule and assignments must be completed prior to the anticipated absence.

Recording Classroom Lectures: No student is permitted to record in the classroom unless the professor of the course has given that student specific permission to do so. Such permission is generally not given without the consent of all class members. Students who have a special

need to record lectures should contact their instructor. Instructors should then contact Dr. Maggie Place, Vice Dean for Student Success, for questions or assistance.

In the unlikely event that a class can be recorded, there will NOT be consent given to have the lectures, class discussions, etc., distributed on YouTube, email, social media or through other media channels.

Temple University Attendance Protocol and Your Health

- Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.
- For up-to-date information on the COVID-19 protocols on campus, please check the university's website: <https://www.temple.edu/coronavirus> (This information continues to change with the rise and fall of covid transmission so check it regularly)
- If you test positive, you should isolate from others for five days. Once fever-free, the person must mask around others for an additional five days. After the ten-day period, please follow the Temple mask guidelines. (See link above for latest)
- If you are not vaccinated, you are strongly urged to do so. If you are vaccinated, you must upload your vaccination to Temple's patient health portal (<https://shs-portal.temple.edu/login.aspx>)

Expectations of Classroom behavior:

This is a Communication Course. Much of the coursework and activities will be group based, including a final group project. The material and subject presented is intended to be shared, discussed and hopefully inspire your thoughts creativity.

As such, there will be a lot of communicating in the class via discussions and interacting with your fellow classmates, TA's and Instructor.

This is your opportunity to learn how to professionally and academically interact with others. This is a highly sought after skill by most employers. You'll have the opportunity to strengthen a skill to boast on your resume.

As a Gen Ed course, you also have the opportunity to interact with people studying various topics and a wide range of course of study. Students will be able to see, hear, share and discuss various points of view and perspectives on materials and events happening in the Media industry. Embrace this opportunity. Be open to the dialogue.

To that end, be mindful of your non-verbal body language, including the wearing of any earbuds or headphones while in class. (with the exception of hearing aid devices.) These can be interpreted as non-communicative or unwilling to engage in dialogue. If a student finds it difficult to adhere to this policy, then this communication course may not be the right one for them.

Course Requirements & Grading

- Discussion Posts [(5) required] = 20%
- 4 Quizzes (top 3 grades will count) = 15%
- Term Group Project = 25%
- Individual Final Reflection Paper (based on Group Project) = 20%
- Attendance & Participation (based on in-class discussion posts, in-class activities and attendance records)= 20%

Discussion Posts – (6) required. Your choice of any (6) of (12) available weekly options. Should you write more than (6), your top (6) Discussion Post scores will count.

- This course will be structured in large part around original Discussion Posts that students will be individually required to compose and submit each **Sunday by 9:00 pm** in reaction to the past week's course content and the professor's written prompts. Each end-of-week Discussion Post will be readily available well in advance of that week's work. Students will thus have the opportunity to browse/consider/absorb the coming Discussion Post questions all week long while the related content is being taught/discussed in-class.
- Please note that there are of course, **NO classes on Sundays**, but there is additional course content, usually a feature-length film or documentary that will be required for you to view in full [assigned under **AVAILABLE DISCUSSION POST**] such that you are able to offer a rich response to the Discussion Post prompts. See the Home and/or Module in your Canvas tabs for clarity.
- Discussion Post responses will be posted by students directly to the open Discussion thread and will be available for the entire class writing community to both read and react to. Consider yourself part of large think tank/writing community, each member of which is able to access any others' Discussion comments.
- Students will have a **choice of responding to any (6) of the (12) potential weeks of Discussion Posts** that will be attached to each week's Canvas Module.
- Each Discussion Post will be due **each Sunday at 9:00 pm Eastern Time**. In it student's will respond to the professor's prompts/questions about the past week's content.
- Each of the posts will be worth 4% of your grade and will be graded on a scale of 0-4 by your Teacher's Assistant. Together these will make up 20% of your course grade.
- **Should you decide to write more than (6) Discussion Posts (which many students enjoy doing), your top (6) Discussion Post scores will count.**

Discussion Post Grading: Scale 0-4 points (each 4% of your grade)

1 point - Discussion post submitted with **Title: Subtitle**

[Example] **“Lost in the Wasteland: Newton’s Minnow’s Rant against 60s Television”**

1 point - Student thoughtfully responds to the prompts in their post in prose (full sentences/paragraphs/proper spelling and grammar)

1 point - Minimum (1) quote from course readings/vids/documentaries – informal in-text citation only

1 point - Post officially submitted before deadline (late posts will be accepted but the point will be lost)

***Note well - Please be prepared to verbally discuss your post with the class, and to contribute to the in-class conversation on the weeks you submit!**

Quizzes (3) required of (4) - 20%

These quizzes are based largely on helping students pin-down key industry jargon, definitions, key terms and applications you will use in your term project and final paper. These will be worth 20% of your final grade. The top 3 scores of the 4 quizzes will count towards your grade.

Term Group Project – 20%

In groups of (5), students will pitch their best idea for an innovation in any combination of television **(a) programming (b) platform design (c) content delivery system**

- In groups students will have the opportunity to gather to discuss/design/develop a presentation that will reflect their own historically, technologically, and culturally informed television innovation. In this way students will have an opportunity to creatively speculate on what they believe television could look like in the near or perhaps more distant future. While these projects can be wildly creative or perhaps more tightly focused on current breakthroughs, they should be informed by both course content and existing research.
- Drawing both on course content and their own collective outside research students will develop an application/platform/software and/or hardware piece that they argue will (re)shape television culture industries. This presentation should offer both a critique of existing television structures and applications, discussing existing access/content/programming limitations and present a well-researched and arguably marketable/profitable solution in response. Groups should also focus on how their innovation will, for example enhance/reshape audience engagement, reaffirm consumers as content producers, and discuss the kinds of productive social/cultural shifts their innovation will drive. Here students can imagine the long-standing Shark Tank series as a model for how they might present their business innovation.

As this is by now a very large class (we likely have over 15 teams) groups will have a choice of:

(a) producing and submitting a recording of their live presentation.

(b) presenting their projects live and in-person, to the class in our end-of semester -'Silicon Valley Start-Up' Future of Your TV conference [i.e. the Group Presentation weeks at the end of the semester]

Individual Final Paper – 20%

Drawing from your individual contributions to the group project, each student will develop their own unique (3) page accompanying paper that will more fully flesh out their own contribution/take on their group project.

If a student has contributed market research/platform ideas or historical research to their group, they can focus their paper on this area and expand on their approach, questions, observations and solutions that they have contributed to the overall project. For example, students may explore how their innovations draw on the advancements of the 80s, 90s and early millennium as picked up from the course and discuss these in further detail.

Students may for example, draw from moments encountered in course readings/films/documentaries to discuss existing industry lack/loop-holds/blindspots, or draw on similar historic moments to frame their innovations.

This paper should be delivered largely in prose, but should also include captioned images, graphs and charts according to each student's personal creative choices.

Note well: The Policy on the use of AI generated content for assignments in this course. There will likely be a measure of overlap among the contributions that individuals have made to groups. Students will find that they may well have contributed to multiple areas of a group project, despite any original collective divisions of labor. This is entirely ok.

Do note however that, in order to meet academic integrity (non-plagiarism) standards each student's write-up must be original, meaning that your approach to your individual paper (title, subtitle, introduction, statement of purpose, conclusion, images, graphs and the sequence of these etc) should reflect your own unique engagement with the course. Improper use of AI generative content is considered plagiarism.

In more detailed instructions later this semester, students will be asked to include personal reflections on course moments, and group project interactions, which will help each of you individualize your write-ups.

LATEWORK & DEADLINES. An important part of professional and production writing is learning to adhere to deadlines. Assignments that are submitted after the deadline will lose a full grade for each day late. **Work that is more than three days late will not be accepted.**

Weekly Content Schedule (Subject to slight shifts as we proceed through the material)

Week 1 -Course Introductions + TV as Vast Wasteland + Netflix's (2021) "Don't Look Up" as media critique

Week 2 - From the invention of Television to the Red Scare - Television in the 40s and 50s

Week 3 - 1960s Television, Politics and Social Protest + the 70s and political sitcoms

Week 4 - The 80s - The Cable Boom + The Rise of the PC + The 90s - The Internet and Cable + The Reality TV Phenomenon

Week 5 - 80s to the 2000s - Convergence + The Microchip, PC & Silicon Valley + The internet & Y2k + Television & 9/11

Week 6 - 90s to the 2000s - The Rise of Social Media - Youtube as Television + Napster as Pioneer/Rebel + Google

Week 7 - 2000 -2010 - Blockbuster or Blockbusted ? + The Rise of Netflix + The shift to Internet-based television

Week 8 – SPRING BREAK! NO CLASSES!

Week 9 - 2000s -2010s - Netflix As Syndicator + Serialized Dramas + Binge-Viewing

Week 10 The Algorithm & Predictive Personalization + Big Data + The Rise of Social Media

Week 11 - The Rise of Social Media + Social TV

Week 12 - More on Social Media Platforms + Social TV + "How Facebook Changed The World!"

Week 13- Enter the Metaverse! Begin Group Presentations

Week 14 - Group Presentations

Week 15 - Group Presentations, Wrap Up

GROUP TERM PROJECT: FUTURE OF YOUR TELEVISION - DUE: TBD

INDIVIDUAL TERM PAPER - DUE: TBD (End of semester)

Course Materials

- There is no required textbook for this course.
- Time: You must set aside time every week for this course. There are readings, homework, screenings, individual, and group projects to consider. **Expect to work 12-15 hours outside of class weekly for this course.**
- Materials: There is no required textbook for this course, however, substantial course material are assigned every week.
- Attitude: Beware the false notion and lazy attitude that GenEd classes are “easy” or “blow-offs.” I encourage you to stay on track with the course materials, and don't fall behind.
- Time + Materials + Attitude = Success: You can safely assume you will need to set aside the 2 Hours and 40 Minutes per Week that you would be in a face-to-face class for the course material; assignments and discussion boards are considered homework and are not considered a part of your "in-class" time.
- Enjoy the materials - this class is both meaningful and fun; it is meant to enlighten you about TV as an institution, and to consider your role as a viewer, consumer, and audience member. Take the course seriously, put in the time, and you will succeed.

Course Technology Requirements

- Headphones
- Webcam
- Recommended Internet Speed: 8mbps download & 5mbps upload. You can test your connection at <https://www.speedtest.net>Links to an external site.
- Access to some streaming platforms as well as social media platforms

This course requires the use of Canvas, including access to materials and assignment submission. Some videos posted via Canvas will require the use of speakers. The instructor may utilize web-conferencing tools to deliver synchronous material. In order to participate in synchronous sessions (should they exist), tutorials, virtual tours, recordings, etc, you should have a computer, a webcam, headphones, and a microphone.

This course requires the use of Microsoft Office (i.e., Word, Excel, PowerPoint). To access these materials, please login to [TUportal](#)Links to an external site. and look for the Microsoft Download link under TUapplications within the My Portal tab.

Students should check their Temple email daily for course updates.

All students are required to comply with [Temple University's Computer and Network Security Policy](#). [Links to an external site.](#)

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked from the [Dean of Students Support and Resources](#)[Links to an external site.](#) webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Wifi device, a refurbished computer, or subsidized internet access. [Internet Essentials from Comcast](#)[Links to an external site.](#) provides the option to purchase a computer for \$150 and high-speed Internet service for \$9.95 a month, plus tax. The [Emergency Broadband Benefit](#)[Links to an external site.](#) (EBB) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified households can receive a temporary monthly credit of up to \$50/month toward their Internet service and leased Internet equipment until the program's funding runs out.

On-campus computer labs have resumed normal operations and are available for student use.

Note that some software is available for free download on the [ITS Academic Support page](#)[Links to an external site.](#). Other specialty software may be available for remote access through ITS.

Instructional Methods

Possible Instructional and Assessment Methods: Readings from online sources and pdfs, video-based lectures, individual activities, group assignments, video screenings, blogs, podcasts, reflection, analysis, discussion boards, exams and quizzes.

Course Communications

To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu.

During the semester, I will generally respond to emails within 24 hours of receiving them during the week and with 48 hours on weekends.

Grading Scale

A Range	B Range	C Range	D Range	F Range
A 94 - 100	B+ 87 - 89	C+ 77 - 79	D+ 67 - 69	F 0 - 59
A- 90 - 93	B 84 - 86	C 74 - 76	D 64 - 66	
	B- 80 - 83	C- 70 - 73	D- 60 - 63	

General Policies

All [Temple University Academic Policies Links to an external site.](#) will be upheld.

The [General Education Policies and Requirements Links to an external site.](#) details program expectations.

Course Minimum Grade

Although D- is a passing grade, a minimum grade of C- is required in General Education courses and, in many programs, courses required by the major.

For more information, please see [Temple University's Academic Policies on Grades and Grading. Links to an external site.](#)

Grades and Grade Posting Policies

Students will see their grades posted as soon as possible in the Canvas grade book for each assignment; **there is also a weighted column for total course grade.**

The instructor and the TA realistically cannot be expected to turn grades around immediately and will require sufficient time to read and comment on coursework. We will make every effort to post grades within two weeks of submission, with details and rubrics, if applicable.

Students who wish to discuss grades must email the professor directly to set up a Zoom or in person meeting. Due to FERPA Laws, grades will not and can not be discussed in the comments section of Canvas or extensively in email.

Incomplete & Extra Credit

A student will be eligible for a grade of “Incomplete” only if the student: 1) has completed at least 51% of the work at a passing level, 2) is unable to complete the work for a serious reason beyond their control, and 3) files a signed agreement with the instructor outlining the work to be completed and the time frame in which that work will be completed. One copy of the agreement shall be retained by the instructor, one shall be given to the student, and one shall be filed with the department office or, in colleges or schools without departments, the Dean's office.

Please refer to the following for further details: [Temple University's Incomplete Policy](#).[Links to an external site.](#) (Policy #02.10.13).

Klein College Extra Credit and Incomplete (I) Policies:

When it comes to extra credit, Klein College has a policy that “all students have equal opportunity to demonstrate academic success.” Without an approved incomplete, students may not get credit for work done after the end of the semester. Students must already have a passing grade and completed at least 51% of the course work to apply for an Incomplete. If you believe you have an exceptional circumstance, you must clear it first with your instructor, the Chair of the department, and the Dean’s Office of Klein College.

Except in very rare circumstances, all academic work, including extra credit, must be earned in the semester in which a student is enrolled in the class and must be offered to all students in the class.

No individual extra credit will be offered, so please do not ask. There will be extra credit opportunities such as academic talks and free screenings periodically posted in the Announcements section of Canvas that will be available to all students.

Withdrawal from the Course

If a student wishes to withdraw from a course, it is the student’s responsibility to meet the deadline for the last day to withdraw from the current semester

See [Temple University's Academic Calendar](#) [Links to an external site.](#) for withdrawing deadlines and consult the [University policy on withdrawals](#) [Links to an external site.](#) (Policy # 02.10.14).

Statement on Academic Rights & Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on [Student and Faculty Academic Rights and Responsibilities](#) [Links to an external site.](#) (Policy #03.70.02).

Academic Honesty, Citations, Research Help

According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the [University Code of Conduct.Links to an external site.](#)

Please review the "Citations 101" link posted in Canvas for a detailed overview of citations and APA basics. There will be other links posted in Canvas to assist students with proper citations.

Each department has a designated librarian to help students with *research*. [Kristina DeVoeLinks to an external site.](#) **is the librarian for the Department of Media Studies & Production.** She can help you select the best sources for your paper or project, brainstorm research questions, identify research strategies, evaluate the usefulness of specific sources, and find reliable information online. Kristina meets with students one-on-one, in-person and online. You can set-up an appointment online at [bit.do/consultKristina Links to an external site.](#) or email her at devoek@temple.edu. The research guide for this course can be found at [http://guides.temple.edu/msp821 Links to an external site.](http://guides.temple.edu/msp821)

Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the [University's nondiscrimination statementLinks to an external site.](#), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

Disability Disclosure Statement

Any student who has a need for accommodation based on the impact of a documented disability should contact [Disability Resources and ServicesLinks to an external site.](#) (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786 (TTY) or drs@temple.edu, to make arrangements. Students requesting accommodations should meet with the instructor as soon as possible after

the start of classes to discuss their needs and to provide documentation from DRS. Accommodations are not retroactive.

Information regarding accessibility for additional technologies is provided below:

- [Canvas Links to an external site.](#)
- [ZoomLinks to an external site.](#)
- [VoiceThread Links to an external site.](#)
- [ProctorU Links to an external site.](#)
- [Proctorio Links to an external site.](#)
- [GoogleDrive Links to an external site.](#)
- [Outlook Links to an external site.](#)
- [Sharepoint Links to an external site.](#)

Technical Support & Resources

For a listing of technical support services available to Temple University students, see the [General Education Program's Tech Support pageLinks to an external site.](#)

There is a TU Library Guide specifically to help you with this course, particularly in the areas of media and television research and analysis.

The [TU Writing Center Links to an external site.](#) is available to assist all students with written coursework.

The [TECH Center Links to an external site.](#) is open 24/7.

The [Student Success Center Links to an external site.](#) offers a variety of academic support services.

The [Owl Purdue Writing Lab Links to an external site.](#) is great for questions concerning citations. See this guide first before asking me how to cite a source -- as I will likely send you right back here to find this information on your own!

Academic and Support Services

Temple University provides a variety of services to support you throughout your studies. Please take a moment to view these by visiting the [General Education Program's Support Services pageLinks to an external site.](#)

Continuity of Instruction in Event of Emergency

Students are to register for the TUAAlert System to be made aware of University closures due to weather or other emergency situations and follow all additional university-wide emergency instruction. Students can register for this system on the [Campus Safety Services websiteLinks to an external site.](#) Students registered for the class will be alerted to any alternate testing procedures and submission of assignment requirements from the instructor via email.

Please note that online classes are generally not affected by campus closures.

Privacy Policy

- [Temple University Links to an external site.](#)
- [Canvas Instructure](#)
- [ZoomLinks to an external site.](#)

NOTE: Your continued participation in this course indicates that you accept the terms of the syllabus.