

EIU 4165 Media in Society

Course Title: Media in Society (EIU4165-600)

Instructor: Ensung Kim, Ph.D

Term: Spring 2022

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DO NOT USE D2L EMAIL. Emails should be sent to: ekim2@eiu.edu.

Office phone: 217-581-6003

Office Hours: Noon- 2 p.m. (W), Noon-1 p.m. (T&TH), or by appointment

Text:

Required:

Vivian, J. (2014). *The Media of Mass Communication*. 11th ed. Boston: Pearson Education, Inc.

Ringel, L. (2009). *Readings in Media and Politics*. Baltimore: Lanahan Publishers.

In addition to the textbook, reading assignments for the course includes articles from various sources.

1. Introduction

Welcome to Media in Society. This class is virtual and asynchronous; there are no regular face-to-face class meetings. All interactions and communications that occur do so through the Internet.

This is a seminar course. A seminar course is quite different from a typical lecture-style course. In a seminar course, the instructor and class members are partners in the learning process. We will read numerous articles and actively debate on the viewpoints presented in each article.

You need an e-mail account and access to the Web via a browser such as Safari, Firefox, or Google Chrome, and you must have a working knowledge of how to use them. I'd gently discourage the use of Safari, some of the D2L things don't always work on Safari. Since there are no face-to-face class meetings, it is important that we regularly interact to avoid feeling isolated. Please feel free to ask questions.

Here is how you would communicate:

(1) If you have general questions and/or comments you want to share with the entire class: please post them using the "Discussions" feature under COMMUNICATION. Any member of the class can respond to those questions/comments.

(2) If you have questions or comments only for the instructor: please contact me directly using **EIU email system, NOT D2L'S EMAIL**. My email address is ekim2@eiu.edu. D2L's email system is clumsy and cumbersome, and I will not use it. I will respond to e-mails as quickly as possible. If it is an urgent issue, contact me at my phone number listed above.

It is important that you be active in maintaining dialogue with other students and me. Your attendance in class can be measured by the amount you participate in online discussions and assignments. Students' engagement with the class will be determined by how many students interact with each other and the instructor. As a result, the overall success of the class depends on the active participation of everyone.

All the required reading assignments for the class are related to the textbook for the course or accessible via the Web on the course site. Some of the readings are PDF documents, so you will need the free Adobe Acrobat Reader installed on your computer. For some of the readings, I can only provide a URL for the web page where the article is published due to the copyright infringement issues.

2. Course Description

This course explores how journalistic media function in a democratic society such as the U.S. The course is designed to help students identify and assess interrelationships between journalistic media and diverse cultural, political, economic and technological systems. **Journalism majors may take this course, but the course will not count towards any of their requirements.** Students will have opportunities to examine the roles of mass media in our lives and the possible outcomes in society.

3. Course objectives

The aim of this course is to study various issues related to mass media/ communication and society, and thus, expand our understanding of the functions of journalistic media in society. As a result of completing this course, you should be able to:

- identify the role of news/journalistic media in democracy
- articulate the importance of free press in democracy
- determine the role and responsibility of news media in modern society
- articulate critical perspectives of media effects on individuals and society
- read and understand academic research studies

4. Student Requirements

Students taking this course are expected to complete the following works:

- Weekly participation in discussions on readings
- Three small papers (due by Feb. 6, Mar. 13, Apr. 17)
- Research paper idea (due by Jan. 30)
- Citation list (due by Feb. 13)

- Mid-term paper (modified annotated bibliography; due by Mar. 6)
- Final paper (literature review; due by Apr. 24)
- Oral presentation (due by May 1)
- Global citizenship survey (due by May 3)
- Professionalism (no specific due date; remain professional throughout the semester)

Detailed explanations for each assignment are as follows:

At a Glance

Required Items	Frequency	Each worth (points)	Total Points	Due
Ice breaker	1	20	20	1/14
Small papers	3	50	150	2/6, 3/13, 4/17
Discussions/posting/authoring	Several times a week	15/each posting	vary	Every week
Responses to discussions	Several times a week	20/week	vary	Every week
Research paper idea	1	0	0	1/30
Citation list	1	50	50	2/13
Mid-term paper	1	150	150	3/6
Final paper	1	200	200	4/24
Oral presentation (summary of final paper)	1	100	100	5/1
Global Citizenship Survey	1	30	30	5/3
Professionalism	Throughout the semester	N/A	100	Every week
Total for the course			800+	

Item-by-Item

Ice Breaker (20 pts.). On the first three days of the class (Due by Friday, Jan. 14), log on to Desire2Learn and check out the course web site. Make sure if everything works well and if you could post comments without any problems. Introduce yourself to class members and instructors [D2L Feature to use: under the description of the assignment, link to follow is created].

Discussions (15 pts. each posting) In addition to the required textbook, we will read various types of articles throughout the semester including opinion-based pieces. We will share and exchange our reactions to each reading with classmates. Each week's discussion threads will be created under "Discussions" under COMMUNICATION. In those threads, I will ask specific questions regarding the reading materials of the week, and you'll need to post your reactions, comments, suggestions, questions, and other.

You will need to author one posting per discussion question in order to receive the assigned points. Each posting has to be at least 10 sentences long, and it should be thoughtful in its nature. In other words, your posting should include a careful evaluation

or analysis of the reading rather than a simple reaction to the piece. You should know that your posts might be the subject of comment and criticism from any member of the class.

Each posting is worth 10 or 15 points. If you post your reaction to readings, and if the postings meet the requirement and the quality, you will receive the full assigned points. Each week, I'm likely to post two questions. If you answer both questions thoughtfully, expect to receive 30 points for the week (if each question is worth 15 points).

Responses to Discussions (20 pts. each week) In this assignment, you are expected to participate in class discussions by commenting your reactions to other students' postings.

Reciprocity is a must in a truly interactive discussion, and thus, students are required to read the postings of fellow students and comment when appropriate. You are required to post minimum of two responses to other class members' posts for each discussion question. In other words, if there are two discussion questions/threads created in that week, you need to respond to four separate postings (authored by other students) during that week. If you make two responses per discussion question, expect to receive 20 points for the week. If you make fewer comments than two per discussion question, you will receive 0 point for the week.

Your comments to others' postings should be constructive and professional in its nature. Rather than praising a posting vaguely, be specific. Explain which part of a posting you agreed or disagreed. Include the reasoning behind your agreement or disagreement.

Small Papers (150 pts.) This course is organized on a weekly basis, and you're expected to demonstrate your understanding of the course materials three times this semester. In February, March, and April, I will provide you a question, and you're expected to write a 250-word answer [D2L Feature to use: under the description of the assignment, link to follow is created]. Papers are due on Feb. 6 (Sunday), Mar. 13 (Sunday), and Apr. 17 (Sunday).

Citation list (50 pts.) Students are to construct a list of citations they intend to use in their research papers. This course is designed to help students choose a topic of interest, collect a cluster of studies related to their chosen topic, read the collected studies, analyze and understand them, and write a review of literature based on the collected materials. Therefore, collecting the studies that are closely related to their topic is perhaps the most important step to ensure the success of their final papers. Students should find 12-15 academic research studies, create a list of citations following the APA style, and submit the list to me by mid February [D2L Feature to use: under the description of the assignment, link to follow is created]. Due by Sunday, Feb. 13.

Mid-term & Final Paper (150 pts. & 200 pts. respectively) Students are required to write a research paper and have oral presentations of their papers. Completing a research paper is achieved in several phases in this course. First, you will complete collecting research papers (citation list) by Feb. 13 and write a *modified-style* of annotated bibliography by Mar. 6. Second, you will write a literature review based on your annotated bibliography

by Apr. 24. Third, and finally, you will complete an oral presentation based on your final paper by May 1.

You will receive my comments on your annotated bibliography by Mar. 18. When you successfully follow the instruction, the mid-term portion of the paper (annotated bibliography) should provide you with materials you need for the final paper. Submit the final paper by Sunday, Apr. 24. The final paper is considered as the final exam of the course. There is no final exam for this course during the finals week.

Paper Topic. You should decide on a research paper topic as early as possible. The sooner you decide your topic, the more time you'll have to work on it. Research paper for this course will take a format of a literature review. In a literature review, you need to review previous studies on a topic and synthesize the knowledge currently available in the field.

You'll choose a topic of your interest in terms of the function of news media, society, and democracy and research what has been studied so far. Please remember that you should stay open-minded about your topic or question. Do not approach your research with a conclusion in mind. Your job as a researcher is to determine what the field does and does not know so far. If you approach your topic with a preconceived notion, this will work as a selection bias, and you will lose the objectivity.

Because this course focuses on journalistic media in a society, you need to choose a topic that is related to the course topic. For example, one might be generally interested in "online social networking and politics." You'd realize that this is an overly broad topic, and it has to be narrowed down. The next step to take would be doing a basic search using the Internet search engines or library websites (e.g., Google Scholar, EBSCO, etc.). Once you do some research, you'll be able to judge whether or not you have a viable topic. Based on this, you might be able to narrow down your topic to a research question such as "how do online social networking sites such as Facebook influence political campaigns?" [A good research topic is always in a question format]. Once you have a research question, you get the question approved by me and begin serious research.

Most of your research materials should come from academic research journals. You may use reputable newspapers and area magazines – but it should be limited to only up to 3 citations. Your material should NOT come from blogs, Wikipedia, or unfamiliar .com sites. You may use these sites to give yourself background information on the topic, but not to be used as sources in the paper. Scholarly journal articles, reputable newspapers, and area magazines are preferred because the content of those sources is rigorously peer-reviewed, edited, and fact-checked. I acknowledge that some authors of blogs, Wikipedia, or websites work hard to verify the information they use on web sites, but the process is not known to be as rigorous.

Oral Presentations (100 pts.) The university guideline for this course requires every student to deliver his or her paper orally. You will deliver your research paper to

classmates in the format of oral presentation by May 1. By this time, you would have completed your final paper. In your oral presentation, you will summarize your final paper. Consider your task in this presentation as telling your audience what the field knows and does not know about the topic you chose.

As for the format of the presentation, please choose one of the following three forms to deliver your paper:

- (1) Record your presentation and post it on YouTube.
- (2) Deliver your presentation real time using various applications (Zoom, Skype, Microsoft Team, etc.).
- (3) Record your presentation, make a DVD, and mail it to the instructor.

I listed these methods because many students are taking this course from locations other than Charleston, Ill. where EIU is located. You need to decide which method you will choose for your oral presentation and post your decision in a discussion thread. I will create a discussion thread titled, “oral presentation method.” [D2L Feature to use: under the description of the assignment, link to follow is created].

The university has specific categories on which oral presentations are evaluated: Organization of information, language, material, analysis, verbal and nonverbal deliveries. Detailed information on each category is listed under “oral presentation” module [D2L Feature to use: under the description of the assignment, link to follow is created].

Global Citizenship survey (30 pts.). All senior seminar students must take the Global Citizenship survey. It is available online at <http://casa.eiu.edu/global/senior>. Further directions can be found in the “Global Citizenship Survey” module [D2L Feature to use: under the description of the assignment, link to follow is created]. It’s due by Wednesday, May 4.

Professionalism (100 pts.) This is one of the last courses students take before graduation. After this course, students will soon graduate, find a job, and work as professionals. By this point, I expect students to have developed a sense of professionalism throughout their college career, but it is a value that cannot be overemphasized. Professionalism can be displayed in leadership, cooperation, attitude, and respect, and it includes thinking and behaving professionally. It includes fair and just thinking, ethical behavior, and respect for others. Display these elements when interacting with classmates and the instructor online. Especially because this class meets online, displaying professionalism is particularly important. Approach each work with a good attitude. Respect your classmates and instructor when communicate with them online.

5. Evaluation

The final grade in this class will be calculated as follows:

Ice Breaker	20 pts.
Weekly posting/authoring	15 pts. per posting
Weekly responses to other postings	20 pts. per week
3 small papers	150 pts. (50 pts. each)
Citation list	50 pts.
Mid-term portion of paper	150 pts.
Final Research paper	200 pts.
Oral presentation	100 pts.
Global citizenship survey	30 pts.
Professionalism	100 pts.
Total	800+ pts. (posting and commenting scores are not added to this score)

Grade Distribution: **GRADES ARE NOT CURVED.**

90% or above	A
80-89%	B
70-79%	C
60-69%	D
below 60%	F

6. Policies

Academic honesty and academic integrity:

Students' honest work ethic is assumed in this course. In case you're unsure about what constitutes academic misconduct, here are the rules:

All work must be your own and your work alone. Ethical communicators are careful to give sources credit for quotes and ideas. Plagiarism is a failing offense. All out-of-class assignments require contact information for the persons interviewed. Some will be contacted to verify the interview and the accuracy of your information. Please review the EIU Student Conduct Code: www.eiu.edu/~judicial. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). **To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. Failing to comply this rule results in an F and failing the course.**

The papers (assignments, or works) should be created new solely for the purpose of this course. The items (papers) you cannot use as your paper for this class include the following, but they're not limited to:

- a paper you submitted to another course in previous or current semester
- a paper written by someone else

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Late papers or assignments:

For each 24-hour period after the due date/time of the paper, the student will receive a 10% reduction in the total available points for that assignment. Papers that fail to get turned in will receive 0 point.

Students with disabilities:

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

The Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

7. About the instructor

My teaching interest includes new media communication technologies, online journalism, computer-mediated communication, and political communication. My research interest overlaps with the teaching interest. My research has often focused on new media technology, political communication, gender in computer-mediated communication environment, among others.

8. Tentative course schedule

Week 1 (week of Jan. 10): Democracy and Journalism

Is journalism necessary for a healthy democracy?

- Overview of media & society (Vivian, Ch.1)
- Discovering what democracy means (by Bill Moyers)
<https://www.commondreams.org/views/2007/02/12/discovering-what-democracy-means>
- Connecting the threads of democracy and journalism (by Gerald Jordan)
<http://www.nieman.harvard.edu/reportsitem.aspx?id=100425>
- On Journalism and Democracy (by Bill Moyers), PDF file

- Journalism for democracy (by Herbert Gans)
<http://www.niemanlab.org/2013/02/journalism-for-democracy/>
- Why good journalism is crucial to our democracy (by Lee Hamilton)
<https://www.detroitnews.com/story/opinion/2016/08/17/journalism-democracy/88933512/>

Week 2 (week of Jan. 17): History of News
How did the news begin in the U.S.?

- News (Vivian, Ch. 8, pp. 259-286)
- Why the history of news explains its future (by John Maxwell Hamilton & Heidi Tworek)
<https://theconversation.com/why-the-history-of-news-explains-its-future-59150>
- Video viewing (“News War,” a PBS news documentary Frontline episode)
Part III. What’s Happening to the News
<http://www.pbs.org/wgbh/pages/frontline/newswar/part3/>
- Evolving definitions of news (by Tom Bettag)
<http://niemanreports.org/articles/evolving-definitions-of-news/>

Research paper idea is due by 11:59 p.m. on January 30.

Week 3 (week of Jan. 24): First Amendment
Why is free speech important?

- Mass-Media Law (Vivian, Ch. 16, pp. 479-502)
- Thomas Emerson’s *Toward a General Theory of the First Amendment*, Chapter One of the textbook, Ringel (2009)
- Vincent Blasi’s *The Checking Value in the First Amendment*, Chapter Two of the textbook, Ringel (2009)

Week 4 (week of Jan. 31): News Media and Social Responsibility
Does responsible news media benefit democracy?

- Hutchins Commission (detailed info. about the Hutchins Commission and its report)
<http://www.annenberg.northwestern.edu/pubs/hutchins/hutch01.htm>
- Social Responsibility Worldwide (PDF document: Responsibility (Christians).pdf)
- Credibility of the news media
<http://www.people-press.org/2010/09/12/section-5-news-media-credibility/>
- What happens when journalists don’t probe (by Murrey Marder)
<http://www.nieman.harvard.edu/reports/article/101225/What-Happens-When-Journalists-Dont-Probe.aspx>
- News literacy project (by Alan Miller)
<http://niemanreports.org/articles/news-literacy-project-students-figure-out-what-news-and-information-to-trust/>

- Why we need news literacy now (by Dean Miller)
<http://niemanreports.org/articles/why-we-need-news-literacy-now/>

Week 5 (week of Feb. 7): Media Consolidation and Ownership

Should I know who owns what media organizations? Is it important?

- Media Ownership (Vivian, ch.3. Media Economics)
- The New Global Media: It's a Small World of Big Conglomerates
- <http://www.hartford-hwp.com/archives/29/053.html>
- Media consolidation on NOW with Bill Moyers on PBS
<http://www.pbs.org/now/politics/mediaconsol.html>
- Media regulation timeline (NOW on PBS)
<http://www.pbs.org/now/politics/mediatimeline.html>
- The silent takeover of American journalism (by Gilbert Cranberg)
<http://www.nieman.harvard.edu/reports/article/100748/The-Silent-Takeover-of-American-Journalism.aspx>
- Free the media! (by John Nichols and Robert W. McChesney)
<http://www.thenation.com/article/177033/free-media>
- Breaking the News (by Eric Klinenberg)
<http://www.motherjones.com/politics/2007/03/breaking-news>
- FCC to loosen rules on local media ownership
<https://www.nytimes.com/2017/10/25/technology/fcc-media-ownership-rules.html>
- U.S. regulator votes to loosen media ownership rules (by David Shepardson)
<https://www.reuters.com/article/us-usa-media-regulation/u-s-regulator-votes-to-loosen-media-ownership-rules-idUSKBN1DG2R9>
- Media Ownership (by Pew Research Center, information from July 2018)
<http://www.pewresearch.org/topics/media-ownership/>

Small paper #1 is due by 11:59 p.m. on Feb. 6.

Citation list is due by 11:59 p.m. on Feb. 13.

Week 6 (week of Feb. 14): Media Effects and Theories

How do media messages affect me, my family, and my community?

- Overview of media effects (Vivian, Ch. 13 Mass Media Effects)
- "Twentieth-Century Media Effects Research" by Daniel G. McDonald (PDF document)
- PBS Frontline documentary, "The Merchants of Cool"
<http://www.pbs.org/wgbh/pages/frontline/shows/cool/>
- What is a media effect? (Sage publications, PDF document)

Week 7 (week of Feb. 21): Mass Media Research

What do media researchers do?

- Media Research (Vivian, Ch. 12 Mass Audiences)
- Further reading might be assigned.

Week 8 (week of Feb. 28): No Reading Assigned – Finish your mid-term paper!

Annotated bibliography is due by 11:59 p.m. on Mar. 6.
Small paper #2 is due by 11:59 p.m. on Mar. 13.

Week 9 (week of Mar. 7): The media and Politicians
How do the media and politicians use each other?

- “All the President’s Men” by Carl Bernstein and Bob Woodward (Ch. 4 of Ringel, 2009)
- “See How They Run” by Paul Taylor (Ch. 5 of Ringel, 2009)
- “Feeding Frenzy” by Larry Sabato (Ch. 6 of Ringel, 2009)
- “September 11th and the Bush Presidency: Rally Around the Rubble” by Stephen Frantzich (Ch. 8 of Ringel, 2009)

Week 10 (week of Mar. 14): Spring Break

Week 11 (week of Mar. 22): New Media VS. Legacy Media
What are the promises and the perils of new media?

- Legacy media still have the strongest online audience overlap in the US and UK
<http://journalismresearchnews.org/article-legacy-media-still-strongest-online-audience-overlap-us-uk/>
- Original research paper (full text) published in Journal of Communication, “Networks of audience overlap in the consumption of digital news”
<https://academic.oup.com/joc/article/68/1/26/4858530>
- New Media, Old Media (Pew Research Center)
<http://www.journalism.org/2010/05/23/new-media-old-media/>
- New Media Develops Rapidly (PBS NewsHour with Jim Lehrer)
Internet continues to alter news media
http://www.pbs.org/newshour/bb/media/jan-june07/media_01-01.html
- Saving American Journalism: A radical plan to save journalism in America (NOW on PBS) – dated but it’s still useful
http://www.pbs.org/now/shows/603/index.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+NOWonPBS+%28NOW+on+PBS%29
- “Most original news reporting comes from traditional sources, study finds” (by Ben Fritz)
<http://articles.latimes.com/2010/jan/11/business/la-fi-ct-newspapers11-2010jan11>
- “Out of Print: the death and life of the American newspaper” (by Eric Alterman)
http://www.newyorker.com/reporting/2008/03/31/080331fa_fact_alterman?printable=true
- “How to Save the News” (by William F. Baker)
<http://www.pbs.org/now/journalism-crisis.html>

- Mourning old media's decline by David Carr
http://www.nytimes.com/2008/10/29/business/media/29carr.html?_r=3&pagewanted=print&

Week 12 (week of Mar. 29): Media Technology, Citizen Journalism & More
When does citizen journalism help us, our community, and our country?

- A most useful definition of citizen journalism
http://journalism.nyu.edu/pubzone/weblogs/pressthink/2008/07/14/a_most_useful_d.html
- Your guide to citizen journalism (by Mark Glaser)
<http://mediashift.org/2006/09/your-guide-to-citizen-journalism270/>
- The 11 layers of citizen journalism (by Steve Outing)
<http://www.poynter.org/uncategorized/69328/the-11-layers-of-citizen-journalism/>
- Alessandra Stanley's *No Jokes or Spin It's Time (Gasp) to Talk*. Chapter 21 of the textbook (Ringel, 2009)
- Eugene Volokh's *You Can Blog, But You Can't Hide*. Chapter 25 of the textbook (Ringel, 2009)
- "Amateur Hour" Journalism without journalists" by Nicholas Lemann
http://www.newyorker.com/archive/2006/08/07/060807fa_fact1

Week 13 (week of Apr. 5): Ethics in the News Media
Do news organizations and news professionals try to do the right thing? What is the right thing?

- Overview of media ethics (Vivian, Ch. 17 Ethics)
- Numerous articles on this topic can be found from the SPJ website
<https://www.spj.org/rr.asp?t=ethics>
- Whether to publish newtown 911 tapes (by Andrew Beaujon)
<http://www.poynter.org/latest-news/mediawire/232586/whether-to-publish-newtown-911-tapes-a-good-question-but-not-the-best-one/>
- Local journalists balance compassion, community service in coverage of Newtown shooting aftermath (by Julie Moos)
<http://www.poynter.org/latest-news/top-stories/199096/local-journalists-balance-compassion-community-service-in-coverage-of-newtown-shooting-aftermath/>
- CORRECTING THE RECORD; Times Reporter Who Resigned Leaves Long Trail of Deception (by Ellyn Angelotti)
<http://www.nytimes.com/2003/05/11/us/correcting-the-record-times-reporter-who-resigned-leaves-long-trail-of-deception.html?pagewanted=all&src=pm>
- What's Fit to Print (by Kelly McBride)
<http://www.poynter.org/column.asp?id=53&aid=33614>
- Not the Straight Story: Can misleading readers ever be justified? (by David Gross)
<http://www.journalism.indiana.edu/Ethics/notstraight.html>
- Using Deceit to Get the Truth: When there's just no other way (by Jonathan Franklin)

<http://www.journalism.indiana.edu/ethics/using.html>

Week 14 (week of Apr. 12): Assessing the Media

What can the news media do better?

- Michael Parenti's *Inventing Reality: The Politics of News Media*. Chapter 26 of the textbook (Ringel, 2009)
- W. Lance Benenett's *News: The Politics of Illusion*. Chapter 27 of the textbook (ringel, 2009)
- Ted Koppel's *And Now, a Word for our Demographic*. Chapter 28 of the textbook (ringel, 2009)
- Michael Schudson's *The Social Origins of Press Cynicism*. Chapter 29 of the textbook (ringel, 2009)

Small paper #3 is due by 11:59 p.m. on Apr. 17.

Week 15 (week of Apr. 19): Final paper submission week. No readings assigned.

Final paper is due by 11:59 p.m. on Sunday, Apr. 24.

Week 16 (week of Apr. 26): Effective communication: speaking confidently in public

Useful Readings on oral presentations

- How to Conquer Public Speaking Fear
<http://www.stresscure.com/jobstress/speak.html>
- Oral Presentation Advice <http://www.cs.wisc.edu/~markhill/conference-talk.html>
- Making Effective Oral Presentations
<http://web.cba.neu.edu/~ewertheim/skills/oral.htm>

Oral presentation is due by 11:59 p.m. on Sunday, May 1.

Global Citizenship Survey is due by 11:59 p.m. on Wednesday, May 4.