

Syllabus

JMS 730:1001 Journalism and Media Theory - Fall 2015
Tuesdays, 4:00 – 6:45 p.m., Greenspun Hall, #1204 Conference Room
Hank Greenspun School of Journalism and Media Studies

University of Nevada Las Vegas
Greenspun College of Urban Affairs

Instructor: Dr. Paul J. Traudt, Greenspun Hall, #2140

E-Mail: Please use course WebCampus e-mail

Office Hours: Mondays and Wednesdays, 10:00 – 11:30 a.m., Tuesdays, 2:30 – 3:30 p.m., or by appointment.

I. Catalog Description: Explores and explains various media phenomena at a theoretical level. Surveys theoretical ideas, the nature of theory, specific theories in the field and those from other fields related to the discipline. Theory evaluation and metatheoretical issues. Prerequisite: Graduate standing.

II. Seminar Goals: Members of this seminar will study a small portion of the large body of journalism and media theory and empirical research literature examining various relationships between the media and society. The media are powerful culture symbols that come to be used by society's members to make their worlds meaningful. We will examine this sense making via meta-analysis techniques for the following threads of mass media theory and research: 1) news agenda setting; 2) priming; 3) selective exposure; 4) media violence; 5) children and advertising; 6) sexually-explicit media; 7) media and politics; 8) third-person effects; 9) gender stereotyping; 10) media and health; 11) prosocial effects of television; and 12) para-social relationships. One or both texts cover additional topics such as music and special populations, but we do not have time to focus on these threads for the semester. However, these and other topics are fair game for any graduate student interested in the subject matter for their own work during the semester.

III. Seminar Participant Learning Outcomes: Participants, upon completing this seminar, should be very familiar with a broad range of mass communication theories and corresponding methodological approaches. They should be able to summarize what we know and do not know about media and society based on meta-analyses of these various theories and approaches. They will have developed their own concentrated research topic anchored in this larger body of theory and research. They will have generated an initial bibliography of empirical articles relevant to their research topic. They will hone their writing skills by writing 10 abstracts based on journal articles relevant to their research topic. They will share these bibliographies and abstracts with other seminar participants, thus building an expanded repository of knowledge as part of collaborative learning. Finally, they will write a seminar paper organizing and summarizing theory and research for their research topic. Typically, this seminar paper takes the form of an initial draft of a prospectus suitable for development into a full-blown thesis or dissertation.

IV. Required Course Texts:

Lowery, S., & DeFleur, M. (1995). *Milestones in mass communication research*. (3rd ed.). White Plains, NY: Longman. (Hereafter referred to in syllabus as “L”)

Preiss, R., Gayle, B., Burrell, N., Allen, M., & Bryant, J. (Eds.). (2007). *Mass media effects research: Advances through meta-analysis*. New York: Lawrence Erlbaum. (Hereafter referred to in syllabus as “P”)

American Psychological Association. *Publication manual of the American Psychological Association*. Washington: American Psychological Association. (Note: Fifth or Sixth editions are fine for this class, but if you're new to APA Style, go ahead and buy the latest edition).

V. Grading:

Writing Skills Exercise	--	--
Abstracts (10 at 10 pts. each)	100	20
Final Paper Topic	50	10
Final Paper References	100	20
Final Paper Outline	50	10
Final Paper Draft	100	20
Final Paper	100	20
Discussion Leader/Participation	--	--
	500 pts.	100%

Final grades will be computed as a percentage of earned versus total possible number of points. Resulting percentages will be assigned letter grades.

VI. Required Work:

Writing Skills Exercise: Please see instructions at WebCampus online folder for this item.

Abstracts: Generate ten abstracts pertinent to your final paper research topic between now and the end of the semester. See specific deadlines in the "Weekly Course Content" section of this syllabus. Bring one copy of each abstract (separate documents, please) on the day the assignment is due. Abstracts will be evaluated/scored by peers. We'll take care of this business at the beginning of each class meeting when abstracts are due. This assignment forces the seminar participant to begin the process of literature searches, narrowing down a research topic, and preliminary writing in the form of abstracts. Relevant refereed journal articles, scholarly books chapters, proceedings from academic conferences, and the like are your target publications. Articles in consumer publications or industry trades are not suitable for abstracting.

The typical abstract leads with the work's title, in correct referential format according to APA style. The body of the abstract summarizes the article's typical parts, including: 1) purpose; 2) major questions and/or hypotheses; 3) method; 4) results; and 5) discussion. Please add an additional paragraph or two detailing what you consider to be the article's major strengths and/or weaknesses. Use the criteria found elsewhere in this syllabus as a guide. Write in the third person for such documents. Typical length is 250-500 words. Please double-space all documents. Avoid direct quotes from original research literature if possible.

Final Paper Topic: This assignment is due approximately one and one-half months into the seminar, and well after abstracting of relevant research articles has begun. The goal with this assignment is to force seminar participants to narrow their research interests for the semester. Use the following framework in satisfying the requirements of this assignment. Complete the following statement: "What is the relationship between _____ and _____. A good statement derives from extensive reading of an isolated and complete body of prior research literature, where previous scholars have discussed anchor theory, defined key constructs, and have tested the validity of empirical methods. False starts are to be expected. Evolutions in the statement are anticipated. A good statement communicates that extensive reading and thinking have happened - the better the statement, the better the feedback from the professor.

Most students make the mistake of generating a research question out of thin air. Research questions for this seminar must be generated from immersion into the research literature. I'm here to hold your hand on this, but the first question you can anticipate from me, for those of you who visit my office about this assignment, will be "What are you finding in the research literature?"

Final Paper References: This assignment forces seminarians to compile an initial list of 20 reference items, in APA format, representing the core of previous theory and research informing their final papers. This assignment will be due approximately midway in the semester.

Final Paper Outline: Outlines force the writer to organize literature searches into a cohesive argument. Once framed, the literature search helps with the construction of an introduction. Key articles in the literature search, often positioned later in the argument, define key theories, constructs, and directions for method-guided inquiry. Toward this end, you are to construct a one-to-two page, single-spaced outline for your forthcoming paper. This assignment is a natural extension of the previous assignment, and establishes a roadmap for writing the first draft of the final paper. It also establishes key titles, headers, and sub-headers to be included in the draft and final versions of the paper. This assignment is due with approximately one third remaining in the semester. Consult APA for formatting. The outline should flow from the Final Paper Topic assignment, and from feedback provided for that previous assignment.

Final Paper Drafts: The word "final" in this assignment takes precedence over the word "draft." For all practical purposes, this paper should be considered the seminar participant's final best effort. They will be read as such. This is not a work in progress, but a completed work ready for a careful read by the course instructor who will evaluate the paper for both content and style. The typical seminar paper is more than 20 but usually less than 30 pages, including references. Only minor revisions in content or style should be expected after this point in the semester. Grading of content and style for this assignment will be rigorous. No late documents will be accepted.

Final Papers: Energy and diligence in assignments to date should result in an outstanding Final Paper. Those seminar participants who work hard through the semester should find this phase of the seminar most rewarding, as only minor additions or corrections culminating in an outstanding, near prospectus-quality document. The Final Paper is due at the beginning of the final examination period.

Discussion Leader/Participation: See Part 4 below in section IX. Seminar Format.

VII. Seminar Format

Preamble: We will begin each seminar promptly at 4:00 p.m. in the afternoon. Drinks and snacks are fine. Please do not bring larger meals with you to the seminar. Please turn off all cell phones or related communications devices during the seminar. Laptops or related note taking or document retrieval devices are fine. We will take one break during each seminar session.

Part 1: We will begin each session with any necessary shop keeping, and segue into a freewheeling exchange of "News and Views" from the world of media theory and research. Often times, events in the world are relatable to theory and research in this field (e.g., polls and political reporting). We'll make an effort to link those events with our growing knowledge of mass communication theory and research each week. Each seminar participant is encouraged to share items read and seen and relate them to current seminar readings. Feel free to bring in print clippings or electronic posts. We'll also handle editing of abstracts during this initial phase of each afternoon's seminar.

Part 2: A second part of each seminar will reconsider any remaining old business from the previous semester. In the truest sense of the term and in keeping with the German tradition of graduate seminars (upon which American university seminars are historically structured), our meetings are an ongoing process of reading, inquiry, and discussion anchored in student input with professorial guidance. Just because time forces us to disband, doesn't mean that thinking about previously discussed theory and research ceases. We will entertain any nagging questions, new insights, and so on based on previous weeks' readings and discussions.

Part 3: A third phase of each seminar will be the review of theory and research based on the assigned textbook readings. An hour or so of each seminar will be spent discussing these assigned readings. These are baseline readings providing introductions and overviews about the field of journalism and media theory and research, or they are introductions to the practice of meta-analytic techniques. Begin to look for patterns and trends in these readings. Try to anticipate what I might want to talk about during these coming sessions. Don't just get the reading done, but begin to think about which of these ideas resonate with your own views, appeal to your methods of thinking and inquiry, or represent potential venues for your own future research endeavors in the form of a thesis or dissertation. We're a small group, so anticipate being asked question pertinent to readings. I welcome any from you as well.

Beginning with the fourth seminar meeting, each week is devoted to a major area of media theory and research. These areas are not exhaustive, and may or may not reflect specific theory and research interests on the part of seminar participants. However, students should be familiar with these major areas of inquiry, so as to inform their own thinking and research.

For example, the fourth session in the seminar is devoted to theory and research about news agenda setting. Assigned readings about news agenda setting are found in the syllabus. Everyone should read and take notes on that material. The two textbooks for this seminar are different, but are seen to work largely in tandem. The Lowery and DeFleur text provides general overviews, often historically based, to a broad range of theoretical activity in mass communication research, often citing one or two key studies in programmatic research. Assigned Lowery and DeFleur chapters are designed to help anchor the scope of particular theory and research in the field. In general, one benefits by first reading the Lowery and DeFleur text as part of the week's assigned readings.

Then, one should delve into the assigned chapters edited by Preiss, Gayle, Burrell, Allen, and Bryant. This edited volume is the great grandchild of a series of works published by Bryant and his mentor, Zillmann. Those previous works included chapters dedicated to summarizing the research literature for major theories of journalism and media. These chapters were often written by the very originators of those theories and corresponding methodological approaches. As you will learn, the field of journalism and media theory research has been around long enough such that meta-analytic approaches can now be applied to the range of empirical studies available for any one domain or topic within the larger field. So, the current work by Preiss, et al., represents a milestone of its own in terms of how far we've come in this field.

I will, generally, serve as the discussion leader for this third phase of each seminar. I will, by asking you lots of questions, attempt to summarize the historical context (where appropriate) in the week's theory in question was developed. We will explore, together, the theory's assumptions, its theoretical constructs, its operational variables, and its corresponding methods for empirical testing. To reiterate, all seminar members should come to each session fully prepared to discuss these readings, ask questions, and test the fit of such readings to their own research interests.

Part 4: The last part of the weekly seminar, typically the last hour, will entail the close-textual analysis of a research article representative of the theory or topic for that particular seminar meeting. The actual research article is selected by the week's presenter(s) with the instructor's approval and is distributed to seminar members one week in advance. For example, I will provide an actual empirical study utilizing agenda setting theory and methods for our session during week four. I will distribute the article for close-textual analysis during week three. The goal in this exercise is to begin to put theory and practice together for seminar participants -- to weave the foundations learned in other seminars together by critiquing both theory and method in specific research articles.

VIII. Choosing an Article for Close-Textual Analysis/Presentation: Seminar members should consult with the instructor about articles suitable for distribution. References found in the back of each chapter for the Preiss, et al., text, typically, provide the best source for sample articles. Seminar members may volunteer during the first, or will be assigned to weekly topics during the second meeting of the semester. To get started, read your assigned materials and note any authorial emphasis placed on key, empirical, research articles. The articles most suitable for close-analysis and presentation are those utilizing some combination of theoretical anchoring, hypotheses generation, isolation/definition of key independent and dependent variables, sampling, testing or survey administration, followed by statistical analysis leading to rejection/acceptance of hypothetical statements. Most often, appropriate articles are found as stand-alone studies in refereed academic journals or similar publications. Generally, book chapters, critical reviews, "think pieces" and the like are not suitable for this portion of seminar activity.

How we will distribute articles to each other for a following week's discussion is open to discussion. I'll have some ideas to discuss with you at our first gathering.

Good discussion leaders will spend the majority of their presentation on unpacking, on close-textually reading an example research article. Monologues are not the goal. Use the following questions as a framework for working with your colleagues during discussion. You are a discussion leader, and you should ask these questions of your peers, and they should be prepared with answers.

1. What was the author's purpose in presenting this theoretical discussion, critical essay, or empirical study?
2. Did the author incorporate a theoretical basis or rationale for the basis of the current work -- a body of theory from which the current work was derived?
3. What questions were asked either implicitly or explicitly? Were these questions answered? What hypotheses (if a quantitative, social science study) were stated? Were they answered?
4. Were the research methods the most appropriate given the author's stated purpose? Why? What, if the methods seem inappropriate? Would you suggest more appropriate methods?
5. What statistical analyses were employed? Did the analysis of data seem adequate? Did the analysis section allow you to understand each step? Note: Most if not all of these articles will employ social scientific methods. Consult your textbooks from previous research methods courses, SPSS help notes, or online sources if necessary to provide answers to this item.
6. Did the analysis of data seem logical? Was the analysis consistent with what you know about the appropriateness of various analytic techniques?
7. Was the discussion adequate? Were major issues raised at the beginning of the discussion addressed?
8. Could the writing be improved in any way? How?
9. What does the article or study contribute to our knowledge in this area? Follow-up research?

IX. Weekly Itinerary (subject to modification)

Aug.	25	Introductions, syllabus, course orientation. Begin: Writing Skills Exercise.	
Sept.	01	Mass Media Theory and Research – Overview. Due: Writing Skills Exercise (via Assignment Tool/WebCampus). Assign discussion leaders for remaining semester. Discuss initial readings.	L: Preface, Ch. 1. P: C1, C3.
	08	Meet: Eureka Room. Lied Library, for first hour Introduction journalism and media studies databases. Distribution of next week’s article for close-textual analysis. Distribution of sample abstract. Meta-analysis and media/journalism theory and research.	P: C2, C27, C28.
	15	Agenda Setting. Presenter: Traudt Due: Abstracts 1 & 2.	L: C12. P: C4.
	22	Media Priming. Presenter: _____ .	L: C3; P: C5.
	20	Selective Exposure. Presenter: _____ . Due: Abstracts 3 & 4. Due: Final Paper Topic.	L: C7, C8. P: C7.
Oct.	06	Media Violence. Presenter: _____ .	L: C2, C13, C14, C15. P: C10, C15.
	13	Children and Advertising. Presenter: _____ . Due: Abstracts 5 & 6. Due: Final Paper References.	L: C11. P: C11.
	20	Sexually Explicit Media. Presenter: _____ .	P: C12.
	27	Media and Politics. Presenter: _____ . Due: Abstracts 7 & 8. Due: Final Paper Outline.	L: C4, C9. P: C23, C24.
Nov.	03	Third-Person Effects. Presenter: _____ .	P: C6.
	10	Gender Stereotyping. Presenter: _____ . Due: Abstracts 9 & 10.	P: C13.
	17	Media and Health. Presenter: _____ . Due: Final Paper Drafts.	P: C20, C21.
	24	Children and Prosocial Effects. Presenter: _____ .	P: C17.
Dec.	01	Distribute copy of draft paper references pages to all seminarians, including APA style cover page. Return: Graded Final Paper Drafts with comments.	

Dec. 08 Final Examination Period, 6:00 p.m., Final Paper due.

X. Policy on Plagiarism: Despite UNLV's written policies, students are often unaware of what exactly constitutes plagiarism. According to a well-known college writing handbook (Heffernan and Lincoln, p. 457), plagiarism is the "dishonest act of presenting the words or thoughts of another writer as if they were your own." The only way to make sure that you are not guilty of plagiarism is to:

1. Reference all sources of information and ideas in your paper.
2. Use quotation marks around all words or phrases that you take from another writer.

Word for word continuous copying without quotation marks and mention of the author's name is plagiarism. Plagiarism can still occur even if the source of information is cited if the student does not put quotation marks around all borrowed words. Copying many words and phrases without quotation marks and mention of the author's name is also plagiarism. Even if the source is cited, this is still plagiarism because the student has lifted so many words from the original instead of either directly quoting or paraphrasing the information.

In summary, when in doubt, reference your source and use quotation marks. Keep in mind that most of the writing in any paper should be your own. Avoid extensive use of quoted materials. Unless the precise wording of the original is crucial to its meaning, paraphrase or summarize your sources in your own words. Remember, though, even paraphrasing or summarizing requires referencing.

Plagiarism is a serious offense against intellectual integrity. To plagiarize is to forfeit the moral posture and integrity assumed of a university student. As such, any student who is guilty of plagiarism will be expelled from this course, receive a grade of "F", and be directed to attend training sessions at UNLV's Office of Student Conduct.

XI. Grading Written Work – Code Sheet: The following items represent a standardized system used in the evaluation of your writing. This system facilitates the process of noting common errors in writing and content. This process hastens grading of any mistakes in style and mechanics and allows more time for concentrating on what you say rather than how you try to say it. You will observe a series of numerical codes on your paper when any written work is returned – unless it's a perfect paper in terms of mechanics and style. Simply refer to the codes below to discover the nature of your infraction. Note: This code sheet differs slightly from the one found in the WebCampus folder for the first week's assignment – "Writing Skills Exercise". The guide in the WebCampus folder is one I use in all undergraduate courses. The one found here has a few additional items.

1. All or portion of assigned paper not typewritten. All or portion of paper not double-spaced. -10
2. Incorrect Spelling. -2
3. Incorrect punctuation. -2
4. Incorrect use of possessive punctuation, or missing possessive punctuation (e.g., its, it's, woman's). -5
When is it its? When it's not it is. When is it it's? When it is it is.
5. Should be capitalized, or incorrect use of capitalization (e.g., Internet, iPod). -2
6. Improper noun/verb agreement. -2

For example, many writers improperly use the noun media as a singular noun. Similarly, many writers use the noun data as a singular noun. Both of these nouns are plural. Below are some examples of proper usage:

"The mass media are very powerful."

"The data reveal that children are susceptible to television's powerful messages."

"Does media coverage of criminal trials undermine the legal process?"

In this case, media is not the subject. Coverage is the subject and the word *does* refers to coverage, not media.

7. Awkward phrase or sentence construction. -2

Often, this infraction is noted for passive sentence constructions. A passive sentence construction buries the noun and verb, as opposed to placing them at or near the front of the sentence. Ideally, noun and verb should be next to each other in a sentence. Below is an example of a passive sentence construction:

"Upon hearing of the grading policy, the students decided to work harder."

Here's an example of an active sentence structure for the same sentence:

"The students decided to work harder upon hearing of the grading policy."

Yet another example of awkward sentence structuring is the use of prepositions to end a sentence.

Prepositions are words like near, upon, above, in, below, and after. Try to avoid ending sentences with a preposition. Below is an example.

"The student tried to find out what class he was in."

Here's an example of how to restructure this kind of sentence.

"The student tried to find out in which class he had enrolled."

8. Non-parallel verb tenses. -2
9. Not a sentence. -2
10. Incorrect word choice. -2
11. Avoid, in the future, sexist referencing. Eliminate the use of he or she as a reference for the generic third person. Of course, these references are appropriate when dealing with a specific person. No points penalized.
12. Improper referencing of program materials, or improper referencing of printed materials (newspapers and magazines should be underlined, radio and television programs should be set off in quotation marks or italics). -2

13. Quoted or paraphrased material implies references to outside source(s). Where's the proper citation?
-2
14. Quoted material in excess of four typewritten lines should be block indented. -2
15. One quote or source does not support the claims for a statement of this magnitude. -2
Graduate students should learn that one source does not a major argument make (e.g., "Research has shown that children learn from television."). Two citations is better, three or more the norm.
16. Turn off the right justify feature on your computer. Your document's margins should line up in a straight line on the left hand side only. No penalty.

XII. UNLV Policies: The UNLV Provost posts a set of course policies to all faculties. We are asked to forward those policies to you. Below is a copy of a recent memo in full:

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

The website containing all Office of Student Conduct documents is found at studentconduct.unlv.edu/

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the Internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005) located at: <http://studentlife.unlv.edu/judicial/misconductPolicy.html>.

Copyright – *The following statement is recommended for inclusion in course syllabi:*

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

Disability Resource Center (DRC) – *The Office of the Executive Vice President and Provost and Faculty Senate have endorsed the statement below to be included in all course syllabi.* It is important to know that over two-thirds of the students in the DRC reported that the syllabus statement, often read aloud by the faculty during class, directed them to the DRC office.

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

Expected Learning Outcomes – All syllabi should include discussion of learning outcomes for the course.

Grading/Exams/Grade Posting – All syllabi should clearly indicate processes for grading, exams and grade posting. In keeping with the Family Educational Rights and Privacy Act (FERPA), grades should not be posted unless you can ensure complete confidentiality for individual students. Please remember that Social Security numbers are not adequate protection of privacy. The preferred method for posting grades is to assign random numbers to the students and scramble the listings so that they are not in alphabetical order.

Missed Class(es)/Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 25, 2008, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline.

NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to; band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

Rebelmail – **By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See <http://rebelmail.unlv.edu/> for additional information.**

UNLV Writing Center – The following statement is recommended for inclusion in course syllabi:

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Thank you for reviewing these items. Have a great semester!

In addition, I have added one additional policy consistent with School procedures.

Incompletes: Incompletes grades are only awarded when students meet both of the following criteria: the student can document medical or social hardship *and* over 80 percent of required course activity has been completed satisfactorily with a cumulative passing grade.

References

Heffernan, J., & Lincoln, J., (1982). *Writing: A college handbook*. New York: W. W. Norton.