

Mass Communication History (COMM 5630/6630)
The University of Utah, Spring 2010
Tuesdays and Thursdays, 10:45 a.m. to 12:05 p.m., LNCO 1100

Professor: Dr. Kim Mangun

Office: LNCO 2854

Office hours: Tuesdays and Thursdays 1 p.m. to 2 p.m. and by appointment

E-mail: Kim.Mangun@utah.edu (During the week, I try to return messages within 24 hours. I check e-mail only sporadically during the weekend.)

Phone: 585-9935; e-mail messages are a better way to contact me

Course description: This course will focus on some of the major historical developments in mass communication in Utah and in the United States, with an emphasis on people, economics, technology, and cultural/societal influences on the media.

Course objectives/goals: Using readings, lectures, discussions, music, documentaries, guest speakers, and hands-on exploration of archival materials, this class will examine major developments in the history of mass communication in Utah and in the United States. Whenever possible, themes of race, class, and gender will be explored, since these issues have always affected media production and consumption. The objectives of this course include: 1) learning about the history and various roles of communication and exploring links to the present; 2) placing communication history into the broader context of Utah and U.S. history; and 3) learning to be more critical and intelligent users of mass communication as well as better journalists and/or communicators.

Required text: For a variety of reasons, I've decided not to use a textbook this semester. Instead, you will be reading and reflecting on a wide range of items, including magazines, journal articles, advertisements, archival materials, and Web sites. You also may be accessing Podcasts, video/film clips, oral histories, photographs, and other media during the semester.

Required fees/material: Red Butte Press is charging \$5 per person to cover materials and the use of its facilities. Payment is due to me by our third class meeting, Jan. 19.

Department policies:

Attendance: The Department of Communication requires that you attend the first two class meetings. If you are absent during the first week, you may be asked to withdraw from the course. Participation in class discussions also is important. Thus, absences will affect your final course grade. If you have a documented emergency, must attend a university-sanctioned event, or have some other extenuating circumstance, *notify me immediately*.

Prerequisite: There are no prerequisites for this course, other than a willingness to engage with the subject and learn about some of the people, inventions, media, and communication outlets in Utah and U.S. communication history.

University policies:

Plagiarism: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in university courses are expected to complete coursework with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own (plagiarizing) can result in disciplinary action including dismissal from the course and a failing grade or dismissal from the university. For more information, consult me and/or read Section I (General Provisions and Definitions) of the Code of Student Rights and Responsibilities ("Student Code") at <http://www.admin.utah.edu/ppmanual/8/8-10.html>

The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, please contact me as soon as possible. Also notify the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and me to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the CDS.

Withdrawal: According to the Office of the Registrar, withdrawing from a course and other registration matters are your responsibility. See the following link for more information about the Withdrawal Policy: <http://www.sa.utah.edu/regist/handbook/withdrawal.htm>

Grade Disputes: According to university policy, a student who wishes to dispute a grade must try to resolve the matter first with the professor. The professor has 10 business days to respond to the student. If the student and professor cannot resolve the matter, the student may dispute the grade with the department chair. The student must prove the grade is “arbitrary and capricious.” See Section IV (Student Academic Performance) of the University Code: <http://www.admin.utah.edu/ppmanual/8/8-10.html>

Accommodation: I will not make accommodations in class content, requirements or expectations.

Other guidelines, policies, and expectations:

- Because we can all learn from each other’s experiences, questions, observations, and suggestions, regular classroom participation is expected. To ensure the relevance and thoughtfulness of your contributions to the course, please be sure to complete all assignments before coming to class.
- Class will begin promptly at 10:45 a.m., so please be on time. Also, refrain from gathering your belongings until the class ends at 12:05 p.m. We’ve all been in classes where students arrive late and pack up their things early. This is disruptive to everyone in the class and affects the learning environment that we are trying to create.
- **Absolutely no** e-mailing, surfing, texting, etc. during class, and turn cell phones — or ringers — off. If you must be “on call” for some reason, please inform me before class.
- Disruptive students will be asked to leave the class and/or withdraw from the course. See Section III (Student Behavior) of the University Code: <http://www.admin.utah.edu/ppmanual/8/8-10.html>
- Written assignments must be submitted electronically to kim.mangun@utah.edu by the due dates listed in this syllabus. Double-spaced documents must have one-inch margins. Eliminate the header and footer. Use Times or Times New Roman, 12 point. Save documents as a Word.doc; I cannot accept docx items.

Assignments, grading policies and procedures: Assignments will be discussed in detail in class. But, the basic requirements for **Comm 5630** are as follows (**graduate students enrolled in Comm 6630 please see pages 10-11 of this syllabus**):

• **Revolutionary War “quiz” (10 points; not graded):** Test your knowledge of U.S. history with this brief quiz on Blackboard.

• **The Utah Communication History Encyclopedia, www.UtahCommHistory.wordpress.com:** During the semester, we will be working to create an authoritative, well-written online encyclopedia about Utah’s media and communication history. Articles may focus on social, economic, intellectual, political, or legal issues in Utah; discuss the history of broadcasting, advertising, or public relations here; or focus on people, places, events, and issues. Primary sources (newspapers, magazines, photographs, oral histories, advertisements, etc.) must be used as the basis for these encyclopedia articles. Secondary sources must be used to provide context for the entry, which will be a minimum of 1,000 words and contain a bibliography and notes.

- **Encyclopedia Proposal (75 points):** You will write a two-page (minimum) proposal that describes the article you are thinking about writing for the Utah Communication History Encyclopedia. I can suggest some topics; you may develop a topic of your own based on your interests (e.g., sports or politics), or you may discover an interesting topic during our unit on Utah communication history. Your proposal must include the following: Tentative entry title; discussion of the topic and its significance to Utah communication history; primary sources you plan to use and their availability (minimum of eight sources); secondary sources you plan to use and their availability (minimum of two sources, to include scholarly books and/or academic journal articles). The proposal will be discussed in class and guidelines will be posted on Blackboard. **(Proposal is due by March 16; submit it electronically as a Word.doc (not docx) to kim.mangun@utah.edu. Individual meetings may be required to help you fine-tune your proposal and subsequent entry.)**
- **Encyclopedia Entry (150 points):** As soon as your proposal is approved, you should continue your reading and research. **A draft of your entry is due April 8; the final entry is due April 22; the revised, polished entry is due by May 4. Items must be submitted electronically as a Word.doc (not docx) to kim.mangun@utah.edu. Individual meetings may be required to help you polish your entry.** Guidelines, expectations, and assessment criteria will be discussed further in class and posted on Blackboard. Two sample entries can be found on Blackboard/Web Links/Encyclopedia: “Henry Lewis Pittock (1836-1919),” by Harry H. Stein, and “(Portland, Oregon) Advocate, 1903-1936,” by Kimberley Mangun. Keep in mind, though, that your guidelines and expectations differ somewhat from these published entries.
- **Unit quizzes (25 points each, 225 total points):** There will be a quiz after each unit. The quizzes, which will be conducted via Blackboard, will include questions drawn from all facets of the units, including lectures/guest lectures, readings and hands-on work, and multimedia items (documentaries, film clips, etc.). Formats may include multiple choice, short answer, or other types of questions to assess your knowledge and critical-thinking skills. Carefully note the time frame for taking each of the unit quizzes; no make-ups will be allowed.
- **Utah Communication History Encyclopedia public launch and student presentations (45 points):** You will invite Marriott Library curators, faculty, family, friends and other guests to our final class on May 6. This will be your opportunity to launch our Web site and discuss and share your good work. More details will be provided later in the semester.

Assignment/points Summary:

• Attendance/participation	45 points
• Revolutionary War “quiz”	10 points
• Unit quizzes	225 points
• Encyclopedia proposal	75 points
• Encyclopedia entry	150 points
• Encyclopedia site launch and presentations	45 points
Total Points Possible:	550 points

Overall Course Grade Breakdown by Points (please note the professor reserves the right to curve grades):

A: 524-550	A-: 495-523	B+: 480-494
B: 457-479	B-: 440-456	C+: 425-439

C: 402-424 C-: 385-401 D+: 370-384
D: 347- 369 D-: 330-346 E: less than 329

Assessment Criteria for Written Assignments:

Because this is a communication course, both content and mechanics will be considered when your work is graded.

An “A” paper will entail the following: Excellent performance and superior achievement. Your ideas are well thought out and well articulated. Clear and explicit examples are given using primary and secondary sources. Your writing demonstrate knowledge of, and ability to use subtleties and nuances with respect to a topic. Citations and bibliography are included and formatted correctly. The work is free of grammar and spelling errors and is formatted correctly. It can be published on the Web site with minimal editing.

A “B” paper will entail the following: Good performance and substantial achievement. Your ideas cover much of the range of a topic including the essence and basic concepts of the topic. However, subtleties and nuances are lacking. Clear and explicit examples are given using primary and secondary sources. Some minor inaccuracies may appear. Citations and bibliography are included but may contain some errors. Minor errors in grammar and spelling may be present. It will need editing before it can be published on the Web site.

A “C” paper will consist of the following: Standard performance and achievement. Your ideas are limited to the essence and basic concepts associated with a topic. There is little elaboration. Responses demonstrate limited application of the concept. Examples drawn from primary and secondary sources are given, but lack clarity and/or elaboration. The level of analysis within the work appears to be superficial. A moderate number of spelling and grammar error are evident. There are problems with citations and/or bibliography. It will need editing before it can be published on the Web site.

A “D” paper will entail: A response marked by superficial analysis; i.e., the response presents claims only with no support or elaboration. Some incorrect statements and/or logical inconsistencies are evident. Examples are lacking or inappropriate. The response indicates the author has some knowledge with respect to the topic but difficulty communicating that knowledge in depth. Responses are poorly written and marked by numerous grammar and spelling errors. Citations and bibliography are lacking or missing altogether. Your paper will need considerable editing before it can be published on the Web site.

An “E” paper: Response exhibits very minimal effort and suggests the author does not understand the content in question. Responses contain statements that are factually incorrect, contain logical inconsistencies, and minimal to no elaboration. Examples are not given or tied directly to the challenge posed. The response is poorly written. The response is riddled with grammar and spelling errors. Or, the assignment falls outside the parameters of the assignment description. Citations and bibliography are lacking or missing altogether. It cannot be published on the Web site.

Late penalty:

Written assignments are due electronically by the beginning of class. Late assignments will be assessed 10 points per day to a maximum of 50 percent of the assignment’s point value. Quizzes cannot be made up unless there are documented extenuating circumstances. Note all deadlines carefully. Technological problems are not an excuse for failure to submit assignments or complete quizzes.

“[Journalism is] the first rough draft of history.”
Philip Graham, former publisher, *Washington Post*

CLASS SCHEDULE:

Note: *Electing to remain in the class indicates that you understand course prerequisites, class policies and possible consequences.* This syllabus is available at Blackboard and at the Department of Communication site (select Courses & Syllabi).

Tuesday, Jan. 12 / Week 1

In class: Course overview; what is history, communication history?

Assignment: Please bring the required \$5 fee for Red Butte Press to the next class meeting.

Unit One: Books!

Thursday, Jan. 14

Read: This syllabus; Blackboard/Course Content/Readings: “Teleology and News: The Religious Roots of American Journalism, 1630-1730,” by David Paul Nord

In class: Books B.K. (before Kindle); discuss reading

Assignment: Please bring the required \$5 fee for Red Butte Press to the next class meeting.

Tuesday, Jan. 19 / Week 2

Note: Meet at the Marriott Library Level 4 lobby.

Due: Required \$5 fee for Red Butte Press

Read: Blackboard/Course Content/Readings: “‘The Greatest Book of Its Kind’: A Publishing History of Uncle Tom’s Cabin,” by Michael Winship

In class: Discuss reading; Rare Books Curator Luise Poulton will talk about first editions

Thursday, Jan. 21

Note: Meet at Red Butte Press/Book Arts Studio, Marriott Library Level 4.

Read: Blackboard/Course Content/Readings: “A Ramble Through the Mechanical Department of the ‘Lady’s Book,’” by C.T. Hinckley

In class: Designer David Wolske will give us a tour of the studio and provide an overview of the evolution of printing technology. We will have the opportunity to print some moveable type, using one of the Vandercook cylinder proof presses. Then he will show us how to sew the printed sheet into a paper wrapper that we can keep.

Assignment: Blackboard/ Revolutionary War “quiz”: Are you smarter than a fifth grader? Complete the self-test by 10 a.m. Tuesday, Jan. 26

Unit One Quiz: Available at Blackboard/Assessments from **noon, Friday, Jan. 22, until midnight, Monday, Jan. 25.**

Unit Two: “You say you want a revolution...”

Tuesday, Jan. 26 / Week 3

Read: Blackboard/Course Content/Readings: “‘A Receipt Against the Plague’: Medical Reporting in Colonial America,” by David A. Copeland

In class: Discuss reading and quiz; pamphlets, PR, and the Virginia Company

Thursday, Jan. 28

Read: Blackboard/Web Links/Course Readings: “Topical, Polemical And Short: Twitter? Or American Revolutionary Pamphlets?” **and** Blackboard/Course Content/Readings: “Boston and the Nurturing of Newspapers: Dimensions of the Cradle, 1690-1741,” by Charles E. Clark

In class: Discuss readings; feuding editors, tar and feathers, Ben Franklin, and *Publick Occurrences*

Tuesday, Feb. 2 / Week 4

Note: Meet at the Marriott Library Level 4 lobby.

Read: Blackboard/Web Links/Course Readings: Section I, "Of the origin and design of government in general, with concise remarks on the English Constitution," from *Common Sense* by Thomas Paine

In class: Marriott Library Rare Books Curator Luise Poulton will talk about *Common Sense*, Colonial pamphlets, and John Peter Zenger and *The New-York Weekly Journal*

Unit Two Quiz: Available at Blackboard/Assessments from **noon, Wednesday, Feb. 3, until midnight, Saturday, Feb. 6.**

Unit Three: *An uncivil war*

Thursday, Feb. 4

Read: Blackboard/Course Content/Readings: "William Lloyd Garrison's *Liberator* and Boston's Blacks, 1830-1865," by Donald M. Jacobs

In class: Discuss reading; abolition, Elijah Lovejoy, William Lloyd Garrison, Frederick Douglass, and the rise of an independent Black press

Tuesday, Feb. 9 / Week 5

Read: Blackboard/Course Content/Readings: "Picturing the War: Visual Genres in Civil War News," by David Park

In class: Discuss reading, censorship, and covering the Civil War in words and images

Thursday, Feb. 11

Read: Blackboard/Course Content/Readings: "New Orleans Slavery in 1850 as Seen in Advertisements," by Judith Kelleher Schafer

In class: Advertising and public relations in the 19th century; discuss reading

Unit Three Quiz: Available at Blackboard/Assessments from **noon, Friday, Feb. 12, until midnight, Monday, Feb. 15.**

Unit Four: *The "war to end all wars"*

Tuesday, Feb. 16 / Week 6

Read: Blackboard/Course Content/Readings: "'The Most Dangerous of All Negro Journals': Federal Efforts to Suppress the *Chicago Defender* During World War I," by Theodore Kornweibel, Jr.

In-class: Discuss reading, censorship, the CPI, and war correspondents Richard Harding Davis, Peggy Hull, and Rheta Childe Dorr

Thursday, Feb. 18

Read: Blackboard/Course Content/Readings: "The Honolulu *Star-Bulletin* and the 'Day of Infamy,'" by Alf Pratte

In class: Discuss reading and the price of protest: PR, Uncle Sam, Emma Goldman, and W.E.B. Du Bois

Unit Four Quiz: Available at Blackboard/Assessments from **noon, Friday, Feb. 19, until midnight, Monday, Feb. 22.**

Unit Five: *Utah journalism*

Tuesday, Feb. 23 / Week 7

Read: Blackboard/Course Content/Readings: "City of Saints, City of Sinners: The Development of Salt Lake City as a Tourist Attraction 1869-1900," by Thomas K. Hafen

In class: Discuss reading; boosting the West and Salt Lake City

Assignment: Begin thinking about your encyclopedia proposal, which is **due March 18.**

Thursday, Feb. 25

Read: Blackboard/Course Content/Readings: “The Broad-Ax”

In class: Discuss *The Broad Ax*

Tuesday, March 2 / Week 8

Read: Blackboard/Course Content/Readings: “Heroic Editors in Short Supply during Japanese Internment,” by Brian Thornton

In class: Discuss reading and *The Salt Lake Tribune* and the “Japanese problem”

Thursday, March 4

Note: Meet at the Marriott Library Level 4 lobby.

Read: Blackboard/Web Links/Course Readings: “The Woman’s Exponent”

In class: Marriott Library Rare Books Curator Luise Poulton will talk about the *Exponent*, then we’ll read it and perhaps other early LDS/Utah periodicals such as *Times and Seasons*, *The Deseret News*, or *Our Deseret Home*

Tuesday, March 9 / Week 9

Note: Meet at the Marriott Library; location TBD

Visit/Read: Web site of the Topaz Internment Camp (see link at Blackboard/Web Links/Web Sites)

In class: Lorraine Crouse, photograph archivist/Special Collections, will discuss Japanese internment at Topaz and show *The Topaz Times* and other original documents from Marriott’s collections.

Unit Five Quiz: Available at Blackboard/Assessments from **noon, Wednesday, March 10, until midnight, Saturday, March 13.**

Unit Six: “New media”: Magazines, radio, movies, TV

Thursday, March 11

Read: Blackboard/Web Links/Course Readings: “The Record Industry’s Slow Fade,” by Brian Hiatt *et al*

In class: Discuss reading, magazines, radio — Allen, Benny and Bing — and TV

Tuesday, March 16 / Week 10

Read: Blackboard/Web Links/Course Readings: “Philo Farnsworth”

In class: Utah’s own Philo T. Farnsworth and competition for television

Thursday, March 18

Due: Your encyclopedia proposal

Read: Blackboard/Course Content/Readings: “Invisible Men: Amos ‘n’ Andy and the Roots of Broadcast Discourse,” by Michelle Hilmes

In class: Discuss reading, radio comedies, DJ Alan Freed, *The Jazz Singer* and *The Birth of a Nation*

Unit Six Quiz: Available at Blackboard/Assessments from **noon, Friday, March 19, until midnight, Tuesday, March 23.**

Tuesday, March 23, and Thursday, March 25 / Week 11 / No class; spring break

Unit Seven: Movers, shakers, and muckrakers

Tuesday, March 30 / Week 12

Read: Blackboard/Web Links/Course Readings: “Lynch Law in Georgia” and “Southern Horrors: Lynch Law in All Its Phases” (be sure to find both links)

In class: Ida B. Wells documentary; discuss documentary and readings

Assignment: Begin working on your encyclopedia entry. A **draft is due April 8.**

Thursday, April 1

Read: Blackboard/Web Links/Course Readings: “A Proposal to Girdle the Earth,” from Nellie Bly’s book, *Around the World in Seventy-Two Days*

In class: Nellie Bly, investigative journalist and world traveler

Tuesday, April 6 / Week 13

Read: Blackboard/Web Links/Course Readings: “The Man with the Muck Rake”

In class: Discuss reading; the muckraking press — *McClure’s*, *Cosmopolitan*, *Collier’s* — and journalists (and photographers) for social justice: Jacob Riis, Will Irwin, Upton Sinclair, Ida Tarbell, Lincoln Steffens

Thursday, April 8

Due: Draft of your encyclopedia entry; **final is due April 22**

Read: Blackboard/Course Content/Readings: “The Tale of Advancement: *Life* Magazine’s Construction of the Modern American Success Story,” by Sheila Webb

In class: Discuss reading, *Time*, *Life*, Margaret Bourke-White, and Henry Luce’s empire

Unit Seven Quiz: Available at Blackboard/Assessments from **noon, Friday, April 9, until midnight, Monday, April 12.**

Unit Eight: *World War II*

Tuesday, April 13 / Week 14

Read: Blackboard/Web Links/Course Readings: “I’ve Had It” by Ernie Pyle and “Whitewashing Walter Cronkite: Another View of America’s Anchor” by Roy Peter Clark. **Also:** Blackboard/Course Content/Readings: “Bullets and Bathrooms,” by Tad Bartimus

In class: Discuss readings; Ernie Pyle, Edward R. Murrow, Walter Cronkite, and other journalists

Thursday, April 15

Read: Blackboard/Web Links/Course Readings: “Bill Mauldin, Cartoonist”

In class: Discuss reading; the visual war: photography and cartoons

Unit Eight Quiz: Available at Blackboard/Assessments from **noon, Friday, April 16, until midnight, Monday, April 19.**

Unit Nine: *Civil Rights and JFK’s assassination*

Tuesday, April 20 / Week 15

Read: Blackboard/Web Links/Course Readings: *Jet* magazine, Sept. 15, 1955; and “JFK in History: Civil Rights Context in the Early 1960s”

Listen: Blackboard/Web Links/Multimedia: “Radio and Television Report to the American People on Civil Rights, June 11, 1963”

In class: Discuss readings and speech; coverage of the Till murder and the growing Civil Rights Movement

Thursday, April 22

Note: Meet at the Marriott Library Level 4 lobby

Due: Final encyclopedia entry

Read: Blackboard/Web Links/Course Readings: “Newspapers: Comprehensive Coverage” **and** “Former AP executive Johnson dies at 84”

In class: Mayhem and a Pulitzer Prize: Covering President Kennedy’s assassination. Special presentation by Luise Poulton, whose father was the AP Bureau Chief in Texas when Kennedy was killed.

Tuesday, April 27 / Week 16 / LAST DAY OF CLASS

Read: Blackboard/Course Content/Readings: "FINAL EDITION: Twilight of the American Newspaper," by Richard Rodriguez

In class: Discuss reading; reexamining the past, and thinking about the future of communication history

Unit Nine Quiz: Available at Blackboard/Assessments from **noon, Wednesday, April 28, until midnight, Monday, May 3.**

Assignment: Revise your encyclopedia entry, if required, and e-mail the revised, polished entry to me by Tuesday, May 4, so I can publish it to our Web site, UtahCommHistory.wordpress.com

Thursday, May 6, 10:30 a.m. to 12:30 p.m. / SITE LAUNCH AND PRESENTATIONS

In class: Public launch of Utah Communication History Encyclopedia; undergraduate and graduate student presentations

Information for graduate students enrolled in Comm 6630

- Please refer to the main syllabus for the course description, objectives, and goals; details about the required text and fee; departmental and university policies and procedures; and other guidelines, policies, and expectations.
- Please refer to the Class Schedule for details about the readings, meeting locations, and quiz deadlines. You have been added to the Blackboard 5630 site so you can access all of the readings, quizzes, and links.
- Rather than write an article for the Utah Communication History Encyclopedia, you will write a conference-quality research paper on an original topic in communication history prior to 1980. I encourage you to try to tie this paper to your graduate work or thesis—perhaps as the basis for a historical chapter? Also, I encourage you to submit your paper to the American Journalism Historians Association. The deadline for papers is April 15; this year’s convention will be held October 7-9 in Tucson. The registration fee is waived for graduate students presenting a paper, and AJHA offers a stipend of about \$100 to help offset travel costs. I always attend, and last year two students (MS and PhD) presented research that originated in my historical methods class. I’m happy to tell you more about the welcoming group; also see <http://ajhaonline.org/>
- To help make the research paper more manageable, you will submit it in sections so I can provide feedback at each stage of the research process.
- **Research proposal (50 points):** A good research proposal should answer the following questions: What are the historical questions you are trying to answer with this project? Why are these questions important to you and to historians in general? What contribution will your research make to scholarship in history and/or in the humanities and social sciences more generally? How do those questions relate to existing scholarship in history and/or related fields? How do those questions and this project connect to your own interests and expertise? How many and what kind of primary sources are available for you to use in this study? How will you shape your research results? What product (book, article, research paper, etc.) do you intend to produce and how will it be outlined and organized? What timetable will you follow for completing the research?

Your research proposal, due Feb. 9, also should include: A working title and a working bibliography. If you desire, you may prepare an annotated bibliography. If you’d like information about writing an annotated biblio, including examples, let me know.

Format: Often, a research proposal is an exercise in seeing how completely and persuasively you can define and discuss your topic in just a few pages. For our purposes, your proposal (excluding the bibliography) will probably be 5-10 pages, 12-point font, standard 1-inch margins, double-spaced. E-mail the proposal, in Word.doc format (not .docx), to kim.mangun@utah.edu.

- **Draft of introduction and literature review (75 points):** By **March 2**, you should have enough preliminary information gathered to draft your introduction and lit review. Try your hand at creativity (and practice Chicago style)! E-mail the draft, in Word.doc format (not .docx), to kim.mangun@utah.edu.
- **Draft of findings (125 points):** By **March 30**, you should have completed most, if not all, of the research portion of your study. Use this section to tell your audience what you’ve discovered. E-mail the draft, in Word.doc format (not .docx), to kim.mangun@utah.edu.
- **Final research paper (200 points):** Conference-quality research paper on an original topic in communication history prior to 1980. Your paper must be no longer than 25 pages of text, double-spaced, in 12-point type, not including endnotes. *The Chicago Manual of Style* is required. Your paper should include a title and a one-page abstract. **Due May 6.** E-mail your final paper, in Word.doc format (not .docx), to kim.mangun@utah.edu.

If you are unfamiliar with Chicago style, you’ll find the following sources helpful:

- Hacker, Diana. *A Pocket Style Manual*, 5th ed. Boston: Bedford/St. Martin's, 2008.
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 5th ed. Boston: Bedford/St. Martin's, 2007.
- Turabian, Kate. *A Manual for Writers*, 7th ed. Chicago: University of Chicago Press, 2007.
- *The Chicago Manual of Style*, available at Marriott or, to a limited degree, at <http://www.chicagomanualofstyle.org/home.html>

• **Research presentation (70 points):** You will prepare and deliver a PowerPoint presentation of 12 to 15 minutes (no more than that) on May 6. Do not attempt to discuss your entire paper. Set the scene, discuss how you discovered your topic and why it is important, discuss your research questions (if applicable) and the sources you located, and share some of your key discoveries.

• In addition to your research paper and its components, you will complete the Revolutionary War “quiz” and the unit quizzes. Refer to the main syllabus for descriptions, details, and deadlines.

Assignment Summary:

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|------------------------------|------------|
| • Attendance/participation | 45 points |
| • Revolutionary War “quiz” | 10 points |
| • Unit quizzes | 225 points |
| • Research proposal | 50 points |
| • Draft of intro, lit review | 75 points |
| • Draft of findings | 125 points |
| • Final research paper | 200 points |
| • Research presentation | 70 points |

Total points possible: 800 points

Grade summary (please note the professor reserves the right to curve grades):

A = 800-751	A- = 750-730		
B+ = 729-716	B = 715-688	B- = 687-660	
C+ = 659-646	C = 645-618	C- = 617-590	
D+ = 589-576	D = 575-548	D- = 547-520	E = less than 519