



Communication and Creative & Performing Arts Division  
1400 Tanyard Road, Sewell, NJ 08080  
856-468-5000

## **COM 212: TV History and Appreciation**

Syllabus

Lecture Hours/Credits: 3/3

### **Catalog Description**

*Prerequisite: RDG 099 or ENG 104*

TV History and Appreciation is a foundation course for Radio/TV/Film students and a prerequisite for future production courses. This course will focus on the decade of the 1950s in which the structure of American commercial television developed. Students will explore the art and impact of one of the most pervasive information delivery systems ever invented. Students will discuss the evolution of some of today's most popular and influential programming. The cultural, economic and regulatory decisions that shaped the medium will be discussed. Students will also analyze primetime TV's portrayal of the American family, gender roles, violence, politics and the legal law enforcement and medical professions.

### **Textbook and Course Materials**

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Click here to see current textbook prices at [rcgc.bncollege.com](http://rcgc.bncollege.com).

Evaluation Assessment

### **Online Proctoring**

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit [rcsj.edu/elearning/online-proctoring](http://rcsj.edu/elearning/online-proctoring).

### **Grading Scale**

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

## Rowan College South Jersey Core Competencies

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

### COM 212 Core Competencies

This course focuses on two of RCSJ's Core Competencies:

- Humanistic Perspective
- Historical Perspective

## Student Learning Outcomes: TV History and Appreciation

<b>Successful Completion of COM 212 will help students:</b>	<b>RCSJ Core Competencies</b>	<b>Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)</b>
Identify the significant people and events in the development of TV History and Appreciation	Humanistic Perspective Historical Perspective	Class Discussion Quizzes Written Assignments
Evaluate the media of individuals who have set Trends in the art of TV History and Appreciation	Humanistic Perspective Historical Perspective	Class Discussion Quizzes Written Assignments
Analyze and compare the work of significant TV through writing and discussion	Humanistic Perspective Historical Perspective	Class Discussion Quizzes Written Assignments
Identify and describe the relationship between TV and other contemporary events that have shaped the nation and the world	Humanistic Perspective Historical Perspective	Class Discussion Quizzes Written Assignments
Relate TV to social and historical events, issues, and trends	Humanistic Perspective Historical Perspective	Discussion Photographic Written Assignments
Discuss the historical relationship between film, television and other media	Humanistic Perspective Historical Perspective	Discussion Photographic Written Assignments

## Topical Outline

- Week 1 Overview - A brief explanation of the requirements and goals of the course, a documentary on the invention of the television and the development of the commercial television industry.
- Week 2 Earliest samples available of program mainstays: drama and situation comedy
- Week 3 The Family Sitcom
- Week 4 The Workplace Sitcom
- Week 5 The Golden Age of Live Drama
- Week 6 Space
- Week 7 All but Forgotten Genres: Musical Variety
- Week 8 All but Forgotten Genres: Westerns
- Week 9 Police Drama
- Week 10 Detective Drama
- Week 11 Hospital Drama
- Week 12 Legal Drama
- Week 13 The Growth and Development of News
- Week 14 The Role of Women
- Week 15 The Role of Minorities

## Class Policies

### Attendance Policy:

Class attendance and participation in class discussions are essential to this course. Students are responsible for all materials during class absence and should make arrangements **with other students** to acquire class notes. If you are aware in advance of a class you must miss please notify the instructor and make arrangements to make up the work you will miss.

**Plagiarism:** Please refer to the online syllabus for definitions of plagiarism. The first instance of plagiarism will result in a zero (0) for that assignment and require a student instructor conference. A second offense will result in an F for the course. In addition, a second offense will be reported to the Dean of Liberal Arts and the Director of Student Affairs.

**Deadlines:** Project deadlines must be met. If your project is not finished at the scheduled time, it will affect your grade, unless you have made special arrangements with your instructor.

## Rubric

Activity/Assignment		Levels of Achievement	
Criteria	Needs Improvement	Good	Excellent
Demonstrates Understanding of the Topic • image or activity demonstrates inclusion of ideas important to the topic. Weight 34.00%	60%	80%	100%
Composed or Organized Well: • Provides clear purpose and subject; supports conclusions/ideas /images with evidence related to the topic. Weight 33.00%	60%	80%	100%
Demonstrates Use of Research and/or Critical Thinking Skills • Identifies not only the basics of the activity/image, but recognizes nuances of the issues/ideas/assumptions related to the topic. Weight 33.00%	60%	80%	100%
Discussions		Levels of Achievement	
Criteria	Needs Improvement	Good	Excellent
Content	2 Points Topic is poorly developed, with vague or absent supporting detail. Trite ideas and/or unclear wording reflect a lack of understand of the topic. There is no indication of research or support for ideas.	4 Points Topic is evident with some supporting details; generally meets requirements of the assignments. Little indication of research or support for ideas	5 Points Topic is well developed, effectively supported, and appropriate for the assignment. Effective thinking is clearly expressed. Support for ideas is indicated, research is cited.
Organization	2 Points Writing is rambling and unfocused, with the main theme and supporting details presented in a disorganized, unrelated way.	4 Points Writing demonstrates some grasp of organization, with a discernible theme and supporting details.	5 Points Writing is clearly organized around a central theme. Each sentence is clear and relates to the others in a well-planned framework.

## **Affirmative Action Statement**

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or [ajones@rcsj.edu](mailto:ajones@rcsj.edu) or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or [nalridge@rcsj.edu](mailto:nalridge@rcsj.edu). For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or [dcook@rcsj.edu](mailto:dcook@rcsj.edu); or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or [mvicent1@rcsj.edu](mailto:mvicent1@rcsj.edu)

## **Department of Special Services**

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at [RCSJ.edu/SpecialServices](http://RCSJ.edu/SpecialServices) or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, [cweinhar@rcsj.edu](mailto:cweinhar@rcsj.edu).

## Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
<b>Non-Confidential Reporting</b>  Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
<b>Non-Confidential Reporting 9-1-1 and Campus Security</b>	<b>9-1-1</b> Gloucester County Emergency Management Dispatch  Campus Security <b>Blue Light Emergency Phones OR ext. 4444 from any campus desk phone</b>	<b>9-1-1 or push RED button on</b> Campus <b>Blue Light</b> Emergency Phones  856-681-6287
<b>Non-Confidential On-Campus Reporting Support Services</b>	Almarie J. Jones Special Assistant to the President <b>Diversity and Equity/Title IX and Compliance</b>  John F. Ryder Director <b>Student and Veteran Affairs</b>	856-415-2154 College Center, Room 116 <a href="mailto:ajones@rcsj.edu">ajones@rcsj.edu</a>  856-468-5000, ext. 6456 College Center, room 202 <a href="mailto:iryder@rcsj.edu">iryder@rcsj.edu</a>
<b>Confidential On-Campus Counseling and Support Services</b>	Lois Y. Lawson-Briddell, Ph.D. MSW, LSW, Director <b>Counseling &amp; Wellness Services Center</b>  William Leonard, Ph.D. <b>Intervention Teams Consultant</b>  Crystal Noboa, LSW, MSW Director, The Center for <b>People in Transition (PIT)</b>  Diane Mussoline, EdS, LMFT <b>Director of Behavioral Services</b>	856-464-5236 <a href="mailto:l Lawsonb@rcsj.edu">l Lawsonb@rcsj.edu</a> College Center, Room 206  <a href="tel:856-415-2119">856-415-2119</a> <a href="mailto:wleonard@rcsj.edu">wleonard@rcsj.edu</a> <a href="mailto:wleonard@rcsj.edu">College Center, STEM Office C-168</a>  856-415-2264 <a href="mailto:cnoboa@rcsj.edu">cnoboa@rcsj.edu</a> Workforce Development Bldg., room 809  856-494-5665 <a href="mailto:dmussoli@rcsj.edu">dmussoli@rcsj.edu</a> College Center, Room 200A
<b>Confidential Off-Campus Full-Service Support</b>	<b>Center for Family Services/ Services Empowering Rights of Victims (SERV)</b>	1-866-295-7378 Camden and Gloucester counties <a href="http://centerffs.org/serv">centerffs.org/serv</a>
<b>Hospitals with Sexual Assault Nurse Examiners</b>	<b>Inspira Medical Center</b>  <b>Jefferson Washington Township Hospital</b>	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000  435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500