



- WHAT? Communication Studies 437
SEMINAR IN MEDIA FORECAST
- WHO? **W. Lambert "Scot" Gardiner** Hingston 417
Office hour: 12 - 1 on Wednesdays
Or by appointment *
- WHERE? **115 Central Building**, Loyola Campus, Concordia University
- WHEN? **Wednesdays** from 1:15 - 4:00 p. m.
Fall Term 2004 from 8 September through 1 December
- WHY?

You can reach me through any of the four generations of media:

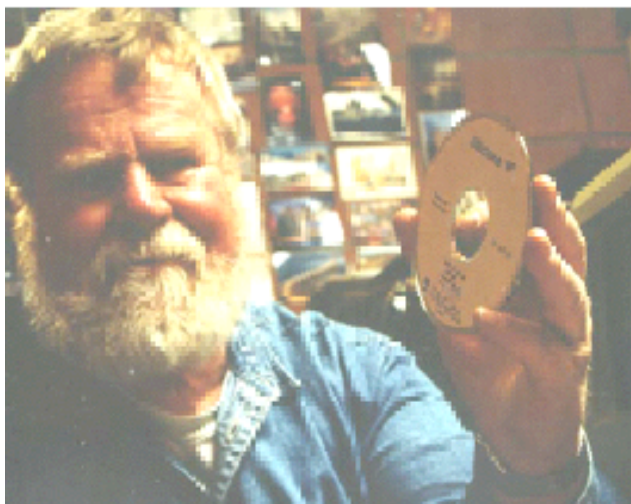


Photo by Hallie Siegel, B. A. Coms, 1999

FIRST VISIT ME

588 Main Road, Hudson Heights

SECOND WRITE TO ME

Box 460, Hudson Heights,
Quebec J0P 1J0

THIRD CALL ME

514 848 2424 x2549 (Office)
450 458 2794 (Home)

FOURTH E-MAIL ME

silidone@sympatico.ca

www.silidone.com

SCHEDULE OF LECTURES AND READINGS

W. Lambert Gardiner

A History of Media

Victoria, B. C.: Trafford, 2002

READ CHAPTERS

08 Sep INTRODUCTION

15 Sep GENERATION 1 - MEMORY AND SPEECH 1 & 2

22 Sep GENERATION 2 - PRINT AND FILM 3 & 4

29 Sep GENERATION 3 - TELEPHONE AND TELEVISION 5 & 6

06 Oct GENERATION 4 - MULTIMEDIA AND INTERNET 7 & 8

13 Oct THE PRESENT - THE PERSON 9 & 10

20 Oct HI-TECH AND LO-TECH FUTURES

27 Oct CYBORG FUTURES

03 Nov ETERNAL FUTURES

10 Nov DYSTOPIAS AND UTOPIAS

17 Nov MEDIA AND THE CORPORATION

24 Nov MEDIA AND THE UNIVERSITY

01 Dec ALL OF OUR FUTURES

08 Dec End-of-course party in Hudson



OPPORTUNITIES

I look forward to meeting you every Wednesday afternoon of the Fall Term 2004.

My major function is to teach and yours is to learn [though I hope you will teach me as much as I teach you]. One of my minor functions is to judge how well you have learned [and one of your minor functions is to judge how well I have taught].

Let me suggest the following procedure. I will provide you with a number of opportunities to learn and base the evaluation on the extent to which you take advantage of those opportunities.

FIRST GENERATION

Talk about your final project and gleanings during the course, participate in discussions 15

SECOND GENERATION

Find and review a book relevant to course (2 pages)
Due: 10 November 15

THIRD GENERATION

Find and review a video relevant to course (2 pages)
Due: 29 September 15

FOURTH GENERATION

Find and review a website, DVD relevant to course (2 pages)
Due: 20 October 15

FINAL PROJECT Present your project on any aspect of the course that turns you on, using any combination of media (10 pages or equivalent)

Due: 8 December 40

OR

BRING-HOME EXAM Write two concise, coherent pages on **each** of five out of ten topics covered in the seminar

Due: 8 December 40

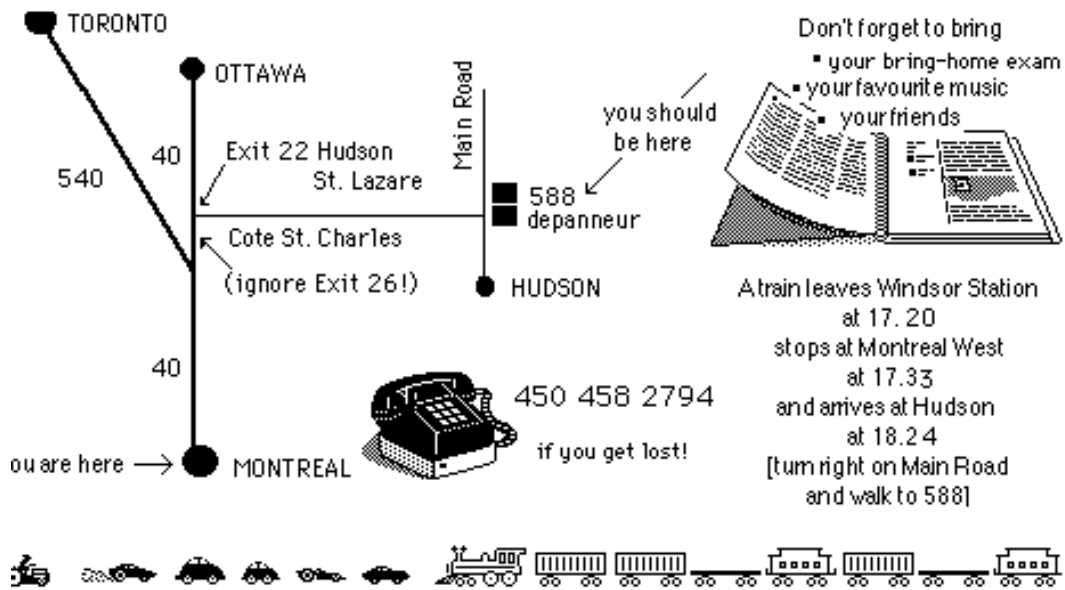
(It's called a BRING-home exam, since I want you to bring it home to me at our end-of-term party on 8 December. Your invitation is on page 5.)

**COMS 437 SEMINAR IN MEDIA FORECAST
SELF-EVALUATION ON CLASS PARTICIPATION**

The fifteen per cent of your grade devoted to the first generation of media - memory and speech - is essentially based on class participation. It's difficult to keep track of such things. I could take attendance (if you're not there, you're not participating) but that takes us back to High School. So let me leave it up to you. (You are, after all, the world's foremost authority on yourself.) Please fill in this form and give it to me. Circle the appropriate numbers and calculate your total score (maximum 30 - half-point for each). Don't forget to include your name.

I attended all the classes (take one point off for each class missed)	13
I participated actively in the Forum	3
I participated passively in the Forum	2
I registered in the Forum	1
I visited at least one of the other locations recommended in class	1
I visited at least one of the websites recommended in class	1
I talked about my gleanings in class	3
I brought gleanings to class	2
I volunteered to bring gleanings to class	1
I participated in class discussions often	3
I participated in class discussions once or twice	2
I listened intelligently to class discussions	1
I bought and read the textbook	3
I bought and read some of the textbook	2
I bought the textbook	1
I handed in my second generation review (book) in time	1
I handed in my third generation review (video) in time	1
I handed in my fourth generation review (CD-ROM/ website) in time	1
I handed in my final bring-home exam/ project in time (at end-of-course party)	1
I e-mailed my professor	1
I talked to my professor after or outside of class	1
I got feedback from my professor before completing my final project	1
I visited my poor lonely professor in his office	1
I visited my professor at his home	1

MY NAME _____ MY TOTAL SCORE _____



**YOU ARE CORDIALLY INVITED TO AN END-OF-COURSE PARTY
 AT MY ELECTRONIC COTTAGE FROM 7 P.M. ON 8 DECEMBER 2004**



Painting by Fred Henshaw

ELECTRONIC COTTAGE SMART ROOM

SOME SUGGESTIONS ON WRITING REVIEWS*

Head the review with a compelling title to attract the attention of the reader and some basic information about the book which will help the reader decide whether to buy it.

ATTENTION-GETTING TITLE OF REVIEW

Name of author(s) or editor(s)

Title and Subtitle of Book

Place of Publication: Publisher, Date of Publication, Number of pages, Price
(or equivalent information in the case of reviews of videos or CD-ROMs/Websites)

The beginning, we know, is important. **Paragraph 1** should present an idea of interest to the readers who will leaf through the newspaper or magazine. The opening statement takes the reader from where they presumably stand in point of knowledge and brings them to the book under review. The briefest possible description of its aim, scope and place in the world therefore follows the baited opening sentence and completes the first paragraph.

Paragraph 2 classifies the book: what thesis, tendency, bias does it uphold, suggest, evince? **Paragraphs 3 to 5** go into the author's main contentions and discuss them. Do not repeat anything you said in the classificatory paragraph, but rather give detailed evidence of the grounds for your classification.

Paragraphs 6 and 7 may deal with additional or contrary points to be found in other authors or in your own research; but, so far, these only amend or qualify what is acceptable in the new book. In **paragraphs 8 and 9** you deliver your chief objections and summarise shortcomings. If you have found errors, mention only the important ones - do not waste space on typographical or minor slips.

From errors you modulate into the broad field: how is our conception of it changed by the book? What further work is needed to clear up doubtful points? Where have gaps been left that must be filled? You have now used up **paragraphs 10 and 11** and you have one more - **paragraph 12** - in which to strike a balance between merits and faults, ending with some words about the author - not yourself or the subject.

Recognise the amount of work that has gone into the product and be magnanimous: you may be severe on serious faults of interpretation and inference; but, unless they are continual, forget the trifling errors in the text. Do not expect the author to have written the book *you* have in mind, but the one *s/he* had. Ask yourself: What is *s/he* trying to do? Is it worth doing? Does *s/he* do it well?

* Adapted, with modifications, from
Jacques Barzun & Henry F. Graff
The Modern Researcher (Fifth Edition)
San Diego: Harcourt Brace Jovanovich, 1992

TEACHER SHOULD BE TO STUDENT

as

PARENT is to CHILD
CLERK is to CUSTOMER
ENTERTAINER is to AUDIENCE
COACH is to PLAYER
PROGRAMMER is to COMPUTER
GUIDE is to TRAVELLER
THERAPIST is to CLIENT
GUARD is to PRISONER
GURU is to FOLLOWER
BEE is to FLOWER
MASTER is to APPRENTICE
TEAPOT is to TEACUP
VENTRILOQUIST is to PUPPET
CONDUCTOR is to ORCHESTRA
COOK is to DINER
WRITER is to READER
BABYSITTER is to BABY
CRITIC is to AUDIENCE
CRITIC is to WRITER
GARDENER is to FLOWER
MUSE is to ARTIST
PROFESSOR HIGGINS is to ELIZA DOOLITTLE
DON JUAN is to CARLOS CASTENEDA
SVENGALI is to TRILBY

PLEASE TELL ME SOMETHING ABOUT YOURSELF, SO THAT I MAY BE BETTER ABLE TO CUSTOM DESIGN THE COURSE TO YOU

What is your name, telephone number, and e-mail address ?
[add in brackets any unofficial name - e.g. "Scot" - you prefer to use]

What computer programs do you know?

What other courses are you taking this term?

What courses in social science (psychology, sociology, etc.) have you taken?

What academic subjects (other than Communication Studies) interest you?

What are your non-academic interests/ competences (hobbies, etc.)?

In what countries (other than Canada) have you lived?

What do you hope to know (do) at the end of this course which you did not know (can not do) now at the beginning?

What have you been doing with your life so far? What would you like to do with the rest of it? How could I help you do whatever you want to do?

What else would you like me to know? ---- (continue on back of page if necessary)