



**Syllabus for UST05-014-12: First-Year Seminar  
Fall 2017  
Wheels and Deals: A Survey of Television  
Game Shows**



**Instructor:** Dr. Alison Marr  
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**Web page:** There will be a Moodle site for our course.

**Office Hours:** T, TH 10-11AM or by appointment. Feel free to email me questions also.

**Student Learning Outcomes:**

1. Students will demonstrate an understanding of college-level expectations of critical reading.
2. Students will demonstrate an understanding of college-level expectations of writing cogently.
3. Students will demonstrate an understanding of college-level expectations of critical and creative thinking.
4. Students will demonstrate an understanding of college-level expectations of informed discussion.
5. Students will demonstrate an understanding of college-level expectations of research.

**Course Overview:** What is a game show? Who is Monty Hall? Would you like the final answers to these and many other questions? Then come on down as we explore the fascinating world of television game shows. We will begin by studying the history of game shows. Then, we will attempt to define the genre by asking questions such as, "Is *The Voice* a game show?" In addition, we will study optimal strategies of various game shows to determine the best way to win big bucks. Students will even get a chance to create their very own game shows.

**Required Texts/Materials:**

1. Harris, Bob. *Prisoner of Trebekistan: A Decade in Jeopardy!* New York: Crown, 2006.
2. Holmes, Su. *The Quiz Show: TV Genres*. Edinburgh: Edinburgh University Press, 2008.
3. Various articles and book chapters posted to our Moodle site.

**Grades:** Final course grades will consist of the following components:

Library Assignment	5%
Presentation	10%
Test	15%
Participation	10%
Paideia Connections Assignment	5%
<u>Papers:</u>	
Short Paper 1	5%
Short Paper 2	5%
Final paper	20%
<u>Game Show Project:</u>	
Planning worksheets	5%
Written Proposal	10%
Presentation	10%

Final course grades will be assigned according to your overall average and a standard plus/minus grading scale (A+=98-100%, A=92-97%, A-=90-91%, etc.)

## **COURSE COMPONENTS:**

**Library Assignment (5%):** This assignment will help you learn how to search for scholarly sources on game shows. This worksheet will be used to determine the topic of your presentation.

**Presentation (10%):** Each of you will be placed in a group of two to find a scholarly journal article related to game shows (with the help of your library assignment worksheet). You will be required to read the article and then give a 10-12-minute presentation to the class on the contents of the article.

**Test (15%):** An in-class test will be given on October 26. Further information (format, content, etc.) will be given closer to the test date.

**Participation (10%):** This category includes attendance (at class sessions and scheduled out of class events), preparedness for class (including your summer assignments, journals, drafts), and what I describe as “showing up” (mentally and physically).

I apply the following standards when evaluating participation:

- “A” and “B” grades (8-10%) in class participation reward students who attend and are consistently prepared to contribute in *appropriate* ways. If you attend class and seldom speak, you will receive a “C” in class participation. If your participation often or consistently interferes with moving the class discussion forward, you will receive a “C” or a “D” (5-7%)
- The quality of your comments is important. It doesn’t mean that I agree with you; it means that your comments demonstrate your engagement with *both* the assigned reading (e.g. read, reflected, and arrived at your own analysis) *and* your classmates. If you are always merely commenting on someone else’s comments but never demonstrating your understanding of the reading and assignments and/or commenting in ways that fail to move the discussion forward, then it is unlikely you will receive an “A” (10%) in class participation.

**Paideia Connections Assignment (5%):** On the last two days of class, you’ll each be giving a short presentation on how our class connects to your intended major, another class you’re taking this semester, or your everyday life. More details on this presentation will be given at a later date.

**Papers (30%):** You will receive a total of three major writing assignments—two short papers and one longer final paper. Each assignment will come with guidelines and due dates.

### **Game Show Project (25%):**

Each of you will be placed in groups of 3-4. Each group will work together to create an original game show. There are three steps to this process.

**Step 1: Planning worksheets (5%)** As a group, you will turn in two planning worksheets in the weeks leading up to your final presentation. These worksheets will keep you on track to finish your game show in time. They will be graded for completion.

**Step 2: Written Proposal (10%)** Your written proposal will consist of two parts: an individual response to the process and a group write-up describing the elements of your game show. A format for these proposals will be given at a later date.

**Step 3: Presentation (10%)** At the end of the seminar, each group will premiere the first episode of their game show. These presentations will be graded based on a rubric I will provide at a later date.

### **EXPECTATIONS:**

**Make-up work:** All assignments are to be turned in at the beginning of class on the due date or earlier if you will be gone on the due date. If you forget the assignment, you will have 20 minutes after class to bring the assignment to me—otherwise you will not be able to turn in the assignment. There will be no make-up tests given.

**Honor Code:** Southwestern is fortunate to have an Honor Code in place. Hence, you will be required to write and sign the Pledge (see the Student Handbook) on all exams and papers. If the project is a group project, the following Group Pledge must be included and signed by all group members: *I have been a full participant in the group work represented in this report as have each of my group members.*

**Accommodations:** Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should contact the Center for Academic Success and Records (Prothro Center, 1<sup>st</sup> floor; phone 863-1286) to determine their eligibility to receive accommodations.

### **Classroom Policies:**

- Please be courteous to those around you!
- Cell phones are NOT to be used during class for any reason except as a clock. I reserve the right to confiscate a cell phone if I feel as though it is a distraction to the class.
- Please arrive at class on time, and do not talk if I'm talking.
- Feel free to ask questions and participate in discussions. This is YOUR class and I want you to get as much out of it as possible.
- Don't be afraid to come to office hours if you have any concerns.