

Media Studies 200: An Introduction to Media Studies

Intended for 63 undergraduate students

Fall 2023 at the University of Victoria

[ləkʷəŋən](#) and [WSÁNEĆ](#) territories

M and Th, 10 - 11:20am

Taught by [Jentery Sayers](#) (he / him)

Office hours: M and Th, 11:30am - 12:30pm, in CLE D331

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Territory Acknowledgement

As a researcher and instructor at the University of Victoria, I acknowledge and respect the [ləkʷəŋən](#) peoples on whose traditional territory the University stands, and the Songhees, Esquimalt, and [WSÁNEĆ](#) peoples whose historical relationships with the land continue to this day. I'm a settler scholar at UVic, and I arrived here as an uninvited guest in July 2011.

The fact that we're gathering here to study media is a product of colonization and injustice upon local lands, waters, and people. I am still learning about the past and present of such injustices, and I will make no assumptions about you or your knowledge of these lands. As part of this course, I invite ongoing dialogue about territory acknowledgements and how UVic students, faculty, and staff are building good relations and fostering reciprocity. I've learned a lot about territory acknowledgements from the Native Students Union's [webpage](#) as well as this August 2019 [episode](#) of *U in the Ring*: "With Knowledge Comes Responsibility: Territory Acknowledgements," featuring Jeff Ganohalidoh Corntassel, Maggie Easton, Steven Farina, Robbie Lewis, Qwul'sih'yah'maht Robina Thomas, and Kolin Sutherland-Wilson. I welcome your recommendations, too.

Calendar Description

“Surveys the cultural and material roles media play around the world in the 21st century. Emphasis on building a common vocabulary for studying media as well as understanding how audio, images, video, and text mediate people’s relation to culture.” See [MDIA200 - Media in the 21st Century](#).

This course counts toward UVic’s [Media Studies](#) certificate.

Learning Goals

I designed this course for you to:

1. Build a vocabulary for understanding media. This means you’ll develop a language for attending to the particulars of audio, images, text, and video across criticism and production today.
2. Learn a variety of methods for engaging media. This means we’ll not only discuss but also practice different approaches to examining and experiencing audio, images, text, and video in the 21st century.
3. Account for context and culture in the analysis of media across the globe. This means we’ll consider how, where, when, by whom, for whom, and under what assumptions media are made and interpreted.
4. Respond regularly to classroom activities and lectures about media. This means you’ll complete four worksheets to demonstrate what you’re learning in Media Studies.
5. Produce your own compelling content by applying a particular approach to media you learned this term. This application will be your final project.

I will assume you’ve no experience in Media Studies, and I will focus on critical approaches to media as they apply to content production today. I will not teach film. For that, I recommend [Film Studies](#). I also won’t teach technical or professional practices related to media. For that, I recommend [Professional Communication](#).

About Me

My name is Jentery Sayers (he / him). I skip a syllable and say it in two: “JEN-tree.” You can call me Jentery, Doctor Sayers, or Professor Sayers. I spend 13.78% of the day looking for my glasses, and I enjoy writing about games and media. I grew up in Richmond, Virginia and went to Virginia Commonwealth University for my BA and BS degrees. Then I moved to Seattle, where I received an MA and PhD in English from the University of Washington. Now I teach courses for UVic Media Studies, English, and Professional Communication, and I’m the acting director of Media Studies. Academics aside, I enjoy playing TTRPGs, drums, guitar, and soccer, and I spent a chunk of my summer camping and hiking with my family.

You can email me at jentery@uvic.ca or find me in Clearihue D331.

Materials

You do not need to purchase a textbook or any primary sources for this course, but you will need access to a computer, the internet (including Brightspace), and a camera. Most of the primary sources are online. I will provide you with PDF copies of them if they aren't.

During the course, we'll study the following (in this order):

- The Flash animation, *THE MOOD OF THE MOMENT* (2007), by Young-Hae Chang Heavy Industries
- The browser game, *Secrets Agent* (2014), by Marina Kittaka
- The dramatic podcast, *Within the Wires* (2016), by Janina Matthewson, Jeffrey Cranor, Mary Epworth, and Night Vale
- The browser game, *Hair Nah* (2017), by Momo Pixel
- The comic, "*Translated, From the Japanese*" (2015), by Adrian Tomine
- The stop-motion animation, *Biidaaban (The Dawn Comes)* (2018), by Amanda Strong, Leanne Betasamosake Simpson, and Bracken Hanuse Corlett
- The short fiction, "*Message in a Bottle*" (2004), by Nalo Hopkinson
- The mobile game, *Pokémon GO* (2016), by Niantic
- The video game, *Umurangi Generation* (2020), by Origame Digital and Naphtali Faulkner
- A *Twitch* livestream of your choice (from a list of channels I'll provide)
- The video essay, "*Completionism, 'Good' Endings, and the Detective Genre in NORCO*" (2023), by Asia Tyson
- The browser game, *Under a Star Called Sun* (2020), by Cecile Richard

We will also talk about Hwang Dong-hyuk's *Squid Game* (2021), but I am not assigning it for you to watch. We'll discuss Angela Haupt's "*You Don't Like Violence But Want to Watch Squid Game. These Tips Can Help*" (2021) instead.

I am providing you with a [glossary](#) of key terms as well as [my notes](#) for each week. I encourage you to consult both documents regularly.

I'll use the course Brightspace to:

- Circulate weekly announcements (usually on Thursday or Friday) to help you plan for what's coming next,
- Provide you with copies of some assigned materials,
- Point you to other assigned materials available online,
- Accept all your assignments, including your four worksheets and final project (please don't submit anything to me by email),
- Comment on those assignments, and
- Mark those assignments according to rubrics I'll provide.

If this ends up being too much for the term, then we'll cut material or some of it will become optional.

Assignments

I am asking you to complete five assignments this term (note that there are no exams, quizzes, presentations, or participation marks in this course):

1. **Worksheet 1:** 20% of your final grade; covers material from Weeks 2 and 3 (due by Friday, September 29th at noon)
2. **Worksheet 2:** 20% of your final grade; covers material from Weeks 4, 5, and 6 (due by Friday, October 20th at noon)
3. **Worksheet 3:** 20% of your final grade; covers material from Weeks 7, 8, and 9 (due by Friday, November 10th at noon)
4. **Worksheet 4:** 15% of your final grade; covers material from Weeks 10 and 12 (due by Friday, December 1st at noon)
5. **Final Project:** 25% of your final grade (due Friday, December 15th at noon)

Worksheets: Each worksheet will ask you to define key terms in media studies, briefly analyze some primary sources (from class activities and lectures), share your responses to weekly exercises, and apply your learning. I will distribute each worksheet about three or four weeks before it's due. A worksheet will never contain more than ten prompts / questions, and I will encourage you to use class time to draft your responses to those prompts / questions.

Final Project: You'll conclude the course by producing your own compelling content. You'll apply one approach you learned this term to your own media work or interests, be they academic, occupational, or personal. You'll have the opportunity to compose audio, images, text, and/or video for this assignment, and I'll give you options for responding. I will distribute the prompt for the Final Project on Monday, October 30th.

Brightspace: Please use Brightspace (rather than email) to submit all your work. You do not need to purchase any software to use Brightspace; however, you'll need your UVic NetLink ID, access to the internet, and a computer.

Feedback: I will provide brief and focused feedback on each assignment according to its rubric. Please email me or schedule an appointment (F2F or Zoom) to discuss any feedback I provide. Please also note that I'm teaching two courses this term (my other class has 23 students in it) while parenting, conducting research, and directing UVic's Media Studies program. I respond to emails Monday through Friday, 9am - 5pm, excluding holidays. Thanks in advance for your patience.

Workload

The most important thing to know about this course is that *I'll opt for care in every instance*. If the workload becomes too much, or we're juggling more than we should, then we'll cut material. I've planned for the maximum in advance, under the assumption that we won't get to everything. And that's totally fine.

I suggest dedicating *3 to 5 hours of study and practice* to MDIA 200 each week, plus 3 hours for weekly meetings (MTh). Of course, 3 to 5 hours per week is only a guideline. You may find that you need more or less time depending on the activity, your preferences, and your own familiarity with the work and materials involved.

I will give you time during class to draft some responses to prompts / questions in your worksheets; however, you will need more time (between classes) to develop and refine your work, hence the recommended 3 to 5 hours per week.

Schedule

Here's the schedule for the term. It's subject to change. In fact, I'm 98.37% certain there will be changes. I will use a Brightspace announcement to notify you at least two weeks in advance of those changes, and I will never use schedule changes to increase your workload (e.g., add an assignment or reading).

Week 1 (Sept. 7): Media Are Material Agents

Thursday, September 7th

- You don't need to do anything before class today. I'm looking forward to meeting you!
- Today, we'll introduce ourselves, review the course outline, talk about our expectations, and then watch *THE MOOD OF THE MOMENT* in class.
- I encourage you to review the course outline again after class and email me your questions and concerns, including any concerns about the accessibility of this course and its material. Odds are good I made a mistake, missed something, or skimmed over important information. Don't hesitate to call me on it.
- Here are my [notes for Week 1](#).

Week 2 (Sept. 11 and 14): Media and Interpersonal Communication

Monday, September 11th

- Please play *Secrets Agent* before we meet today.
- You're welcome to watch *THE MOOD OF THE MOMENT* again if you wish. I may refer to it during today's meeting.
- Today, I'll lecture on approaches to interpersonal communication and the role media play in them.
- I will also circulate and review [Worksheet 1](#). It covers material from Weeks 2 and 3 and is due by Friday, September 29th at noon.

Thursday, September 14th

- Please review our [glossary](#) for Weeks 1 and 2 and let me know if you'd like me to clarify or elaborate anywhere.

- Today, we'll discuss *Secrets Agent* and conduct a design document workshop in class. I'll also introduce some terms for engaging video games in media studies.
- Here are my [notes for Week 2](#).

Week 3 (Sept. 18 and 21): Media and Mass Communication

Monday, September 18th

- Please listen to Season 1, Cassette 1 ("Stress, Shoulders") of *Within the Wires* before we meet today. I'll circulate a transcript, too.
- I also recommend completing at least half of Worksheet 1 by today. Your response is due by noon on Friday, September 29th.
- Today, I'll lecture on approaches to media in organizational and mass communication and begin our discussion of *Within the Wires*.

Thursday, September 21st

- Please review our [glossary](#) for Weeks 2 and 3 and let me know if you'd like me to clarify or elaborate anywhere.
- Today, we'll discuss *Within the Wires* and conduct a relaxation . . . er . . . recontextualization exercise. I'll also introduce some terms for engaging podcasts in media studies.

Please note that Tuesday, September 19th is the last day for 100% reduction of tuition fees for standard first term and full year courses.

Week 4 (Sept. 25 and 28): Media and Communication as Culture

Monday, September 25th

- Please play *Hair Nah* before we meet today.
- I recommend completing a draft of Worksheet 1 early this week. Your response is due by noon this Friday.
- Today, I'll lecture on cultural approaches to media and communication by drawing examples from *Hair Nah*.
- I will circulate and review [Worksheet 2](#) today, too. It covers material from Weeks 4, 5, and 6 and is due by Friday, October 20th at noon.

Thursday, September 28th

- Please read "Translated, From the Japanese" (PDF) before we meet today.
- Please review our [glossary](#) for Weeks 3 and 4 and let me know if you'd like me to clarify or elaborate anywhere.
- Today, we'll discuss "Translated, From the Japanese" and conduct an annotation exercise. I'll also introduce some terms for engaging comics and other images in media studies.

Friday, September 29th by 12pm (no class; just a due date)

- Please use Brightspace to submit Worksheet 1 (20% of your final mark) in DOCX, RTF, or PDF by noon today.

Please note that Saturday, September 30th is the last day for paying first term fees without penalty.

Weeks 5 and 6 (Oct. 5 and 12): Media and Art

Monday, October 2nd

- No class. UVic is closed for National Day for Truth and Reconciliation (September 30th).

Thursday, October 5th

- Please watch *Biidaaban (The Dawn Comes)* before we meet today.
- Today, I'll lecture on approaches to media and art and talk about media as an artistic practice.

Monday, October 9th

- No class. UVic is closed for Thanksgiving Day.

Thursday, October 12th

- Please review our [glossary](#) for Weeks 4, 5, and 6 and let me know if you'd like me to clarify or elaborate anywhere.
- Today, we'll discuss *Biidaaban (The Dawn Comes)* and conduct a masking exercise. I'll also introduce some terms for engaging animation and video in media studies.

Please note that Tuesday, October 10th is the last day for 50% reduction of tuition fees for standard courses.

Week 7 (Oct. 16 and 19): Media and Affect

Monday, October 16th

- Please read "[You Don't Like Violence But Want to Watch Squid Game](#)" before we meet today.
- I recommend completing a draft of Worksheet 2 by today if you can. Your response is due by noon this Friday.
- Today, I'll lecture on approaches to affect and media.
- I will also circulate and review [Worksheet 3](#) today. It covers material from Weeks 7, 8, and 9 and is due by Friday, November 10th at noon.

Thursday, October 19th

- Please review our [glossary](#) for Weeks 6 and 7 and let me know if you'd like me to clarify or elaborate anywhere.

- Today, we'll discuss "You Don't Like . . ." and conduct a social tie exercise. I'll also introduce some terms for engaging television in media studies.

Friday, October 20th by 12pm (no class; just a due date)

- Please use Brightspace to submit Worksheet 2 (20% of your final mark) in DOCX, RTF, or PDF by noon today.

Week 8 (Oct. 23 and 26): Media and Meaning

Monday, October 23rd

- Take a break. You don't need to do anything for today's meeting.
- Today, I'll lecture on approaches to media and meaning and introduce Hopkinson's "Message in a Bottle" before you read it.

Thursday, October 26th

- Please read "Message in a Bottle" (PDF) before today's meeting.
- Please review our [glossary](#) for Weeks 7 and 8 and let me know if you'd like me to clarify or elaborate anywhere.
- Today, we'll discuss "Message in a Bottle" and conduct a theatre of the imagination exercise. I'll also introduce some terms for engaging short fiction and text in media studies.

Week 9 (Oct. 30 and Nov. 2): Media and Narrative

Monday, October 30th

- Please play or watch a game of *Pokémon GO* before we meet today.
- Today, I'll lecture on approaches to media and narrative and begin our discussion of *Pokémon GO*.
- I will also circulate and review the prompt for your [Final Project](#), which is due by Friday, December 15th at noon.

Thursday, November 2nd

- Please review our [glossary](#) for Weeks 8 and 9 and let me know if you'd like me to clarify or elaborate anywhere.
- Today, we'll discuss *Pokémon GO* and conduct a storyboarding exercise. I'll also introduce some terms for engaging mobile games and augmented reality in media studies.

Please note that Tuesday, October 31st is the last day for withdrawing from first term courses without penalty of failure.

Week 10 (Nov. 6 and 9): The Economy of Media

Monday, November 6th

- I recommend completing a draft of Worksheet 3 early this week. Your response is due by noon this Friday.
- Today, I'll lecture on the economy of media and begin our discussion of *Umurangi Generation*.
- I will also circulate and review [Worksheet 4](#). It covers material from Weeks 10 and 12 and is due by Friday, December 1st at noon.

Thursday, November 9th (we'll meet online via Zoom)

- Please play or watch *Umurangi Generation* for today's meeting.
- Please review our [glossary](#) for Weeks 9 and 10 and let me know if you'd like me to clarify or elaborate anywhere.
- Today, we'll discuss *Umurangi Generation* and conduct a tracing exercise. I'll also introduce some terms for engaging simulations in media studies.

Friday, November 10th by 12pm (no class; just a due date)

- Please use Brightspace to submit Worksheet 3 (20% of your final mark) in DOCX, RTF, or PDF by noon today.

Week 11 (Nov. 16): Individualized Feedback

Monday, November 13th

- No class. UVic is closed for reading break.

Thursday, November 16th

- I'll be available via Zoom during class time and by appointment throughout the day to provide individualized feedback on your work. Attendance is optional.

Week 12 (Nov. 20 and 23): Media and Identity

Monday, November 20th

- Please spend at least 30 minutes watching a Twitch livestream on a channel from the list I provided. Take notes as you do.
- Today, I'll lecture on media and identity and begin our discussion of Twitch.

Thursday, November 23rd

- Please review our [glossary](#) for Weeks 10 and 12 and let me know if you'd like me to clarify or elaborate anywhere.
- Today, we'll discuss Twitch and conduct a wireframing exercise. I'll also introduce some terms for engaging livestreams in media studies.

Week 13 (Nov. 27 and 30): Media and Memory

Monday, November 27th

- I recommend completing a draft of Worksheet 4 early this week. Your response is due by noon this Friday.
- Please watch “[Completionism, ‘Good’ Endings, and the Detective Genre in *NORCO*](#)” before we meet today.
- Today, we’ll talk about “Completionism . . .” and plans for your Final Project.

Thursday, November 30th

- Please play [Under a Star Called Sun](#) before we meet today.
- Please review our [glossary](#) for Weeks 12 and 13 and let me know if you’d like me to clarify or elaborate anywhere.
- Today, we’ll discuss media, memory, and *Under a Star* and conduct a documentation exercise.

Friday, December 1st by 12pm (no class; just a due date)

- Please use Brightspace to submit Worksheet 4 (15% of your final mark) in DOCX, RTF, or PDF by noon today.

Week 14 (Dec. 4 and 15): Exit Survey

Monday, December 4th

- I’ll ask you to complete an exit survey about applying Media Studies in your Final Project. We’ll complete course experience surveys, too.
- We’ll celebrate the end of term and all the work you did in this course.

Friday, December 15th by noon (no class; just a due date)

- Please use Brightspace to submit your Final Project (25% of your final mark) in DOCX, RTF, or PDF by noon today.
- Thank you for all the work you did this term!

Policies

Here are the policies for this course. If anything is unclear, ignorant, or mistaken, then please let me know. I’ll correct it.

Prerequisites

Academic Writing Requirement satisfied. This course counts toward UVic’s Media Studies certificate.

Assessment and Feedback

Two of the four Worksheets as well as the Final Project are required to pass this course. Failure to complete these three assignments will result in a failing N grade (calculated as a 0 for your GPA).

I will use UVic's [official grading system](#) to produce rubrics to assess your work. I will not post marks publicly or outside my office, and I do not use plagiarism detection software.

All assignments should be submitted via Brightspace. I will also use Brightspace to provide feedback on your work. If you ever want additional feedback, then feel free to ask me. I can provide it in person or via email.

Throughout the term, I'll request feedback from you on how the course is going. I'll also ask you to complete Course Experience Surveys at the end of the term.

Late Submissions and Extensions

I've a 24-hour grace period (no questions asked, no email required, and no penalties) for every assignment in this course. Holidays, reading break, and weekends are exempt from this grace period, meaning you're permitted to submit an assignment that's due by noon on a Friday by noon on a Monday. If that Monday is a holiday or part of reading break, then you've until noon the day UVic returns to classes.

Please email me if you need an extension for any assignment, and we can discuss possibilities on a case-by-case basis.

Attendance and Participation

There is no participation or attendance mark in this course; however, it is driven by class discussion, group exercises, and collaborative activities, all of which are difficult to record or "capture." I will assume you are attending each class meeting. If you are unable to attend a particular meeting, then please email me in advance and coordinate with a peer to get notes and the like from the session(s) you'll miss. *You do not need to provide me with documentation for an absence.*

Communications and Office Hours

The best way to communicate with me is by email (jentery@uvic.ca) or during office hours, which are Monday and Thursday, 11:30am - 12:30pm, in CLE D331. I can also make an appointment to meet with you in person or via Zoom.

I respond to email between 9am and 5pm, Monday through Friday, excluding holidays.

Learning Climate

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe working and learning environment for all its members. We are expected to adhere to [UVic's equity and human rights policies](#) and the [Trifaculty Code of Professional Behaviour](#). You should alert me immediately if you have any questions about these policies and their application, or if you have concerns about course proceedings or participants.

Academic Integrity

We are expected to adhere to [UVic's academic integrity policy](#) and be aware of the policies for the evaluation of student work. Violations of the integrity policy may result in a failing grade for the given assignment and may additionally result in a failing grade for the course. By taking this course, you agree that all submitted assignments may be subject to an originality review. I do not use software to detect plagiarism or AI in essays, exams, or any other assignments.

I also recommend the [Libraries' plagiarism guide](#) for learning more about academic integrity. You are of course always welcome to talk to me, too.

Copyright

All course materials, including my notes and lectures, are made available for educational purposes and for the exclusive use of students in this course. The material is protected under copyright law, even if not marked as such. The syllabus itself is licensed [CC BY-NC 4.0](#). Any further use or distribution of materials to others requires written permission, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).

Online Conduct

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems and interacting with online resources, you are engaging in a university activity. All interactions within this environment are subject to the university's expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct, email onlineconduct@uvic.ca.

Accessibility

If you have a disability or health consideration that may require supports, please feel free to approach me and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate supports. I will never ask you to disclose a diagnosis, health consideration, or disability to me, and I know that access needs are social, cultural, and structural issues that aren't always addressed, or adequately addressed, by institutions such as the academy.

Diversity, Equity, and Inclusion

I aim to create an inclusive learning environment that attends to difference and honours each of you, including your experiences as well as the intersections of race, gender, disability, sexuality, religion, power, and class. I want to be a resource for you, and I am still learning. If something is said in class (by anyone, including me) that makes you feel uncomfortable, then don't hesitate to talk with me. If you have a name and/or set of pronouns that differ from those that appear in your university records, then let me know and I'll correct the documents provided to me. If your performance in the class is being impeded by your experiences outside of class, then keep me posted and we'll make adjustments. I also welcome any suggestions to improve the quality of the course and/or its culture and materials, and I will make available mechanisms for anonymous feedback since you may prefer them.

The following student groups may be relevant to your life as a student here at UVic:

- [The Native Students Union](#) "is an organization run for and by Indigenous students at UVic. Since circa 1969, Indigenous students have been coming together to form community, support each other, advocate for Indigenous rights and wellbeing, and just exist together at the institution. The NSU runs events and programs, manages a student space with services, and advocates for Indigenous student success and wellness at UVic. The NSU Council leads the NSU in running and developing these services."
- [The Students of Colour Collective](#) "are a Collective of self-identified people of colour at the University of Victoria. Anyone identifying as BIPOC (Black, Indigenous and Person of Colour) is welcome to use our lounge and access our resources. SOCC exists to create space that fosters community building, and facilitates networking and gatherings for self-identified BIPOC folks. Our work centres on art, awareness, education, action, advocacy, and support. Every student of colour is welcome to get in touch and find out how to get involved."
- [The Society for Students with a Disability \(SSD\)](#) "is a post-secondary student advocacy group under the University of Victoria Students' Union which promotes the full participation and inclusion of students who self-identify as having one or more disabilities at the University of Victoria. The SSD aims to support students who self-identify as having one or more disabilities; in particular, we support students to reduce barriers in the social, emotional, and educational domains of student life."
- [The Gender Empowerment Centre \(GEM\)](#) "is an inclusive space, focused on the needs of self-identified women, non-binary, trans and gender non-conforming folks to organize, network, access resources, attend workshops and events, study, and relax. Our space is open to both University of Victoria students and community members."
- [UVic Pride](#) "is an organization for all people who are queer, queer-positive, gender-variant and/or intersex. We strive to meet the needs of people who self-identify as queer (including but not limited to people who identify as Two Spirit, bisexual, lesbian, gay, asexual, demisexual, aromantic, and pansexual, as well as people who do not identify with these labels); trans people; those who are questioning their

sexuality or gender; those who are struggling with concerns related to intersexuality; and supportive partners, friends, family members, and allies.”

Language for this policy was drawn from the Harriet W. Sheridan Center for Teaching and Learning at Brown University and the work of Monica Linden in particular.

Basic Needs

I want you to thrive in this course and everywhere else. Please let me know as early as possible if you have any concerns or if you require any supports to succeed. I’ll do my best to help. If, for instance, you need to cover gaps in care, then please don’t hesitate to bring your children to class meetings. Babies who are nursing are always welcome, as I do not want you to choose between feeding your child and continuing your education.

UVic takes student mental health very seriously, with a [website](#) full of resources. They offer services such as assistance and referral to address students’ personal, social, career, and study skills concerns. Services for students also include crisis and emergency mental health consultation, confidential assessment, and counselling services (individual and small group). Many of these programs are connected with Health Services, which you may contact by phone.

The [Student Services website](#) lists several policies, knowledge of which may make your life at UVic safer and easier. Only some of them are directly related to this course, but they’re still important.

Language for this policy was drawn from the work of Richard Pickard at UVic.

Many thanks to everyone in [UVic’s Praxis Studio](#) for their support and suggestions for this course. Some material in this outline was informed and inspired by the Media Texthack Team’s [Media Studies 101](#) project.

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