

MSP 0821: The Future of Your TV

Professor information:

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- Office hours: By appointment, please email to set a meeting
- *Please refer to me as Prof. Chatterjee. My pronouns are they/them.*

Course information:

- Class time: Asynchronous
- Room: Virtual, all readings and submissions on Canvas
- General Education Area: Arts
- Section number: 704
- CRN: 54432
- Credits: 3
- Term: Fall 2026

Welcome Message

“There’s a world where life is lively, where nobody spends six hours a day unwinding before a piece of furniture” - David Foster Wallace, *E Unibus Plurum*

The word television comes from the Greek word “tele,” meaning “far,” and the Latin word “visio,” meaning “sight.” This “far-sight” remains a ubiquitous term even today, when the act of sitting in front of what Wallace calls a “piece of furniture” has been replaced with gazing at the infamous “Black Mirror” of our modern lives. What defines television? How did it come to be? What is its role in our lives today? And most importantly to this class, what do we expect it to become in the near and far future?

Instructor Bio

I am a social scientist working to improve how health institutions like hospitals and government agencies communicate with the public. In developing my research, I’ve built expertise in media theory because the media environment is inextricably linked with modern health communication. I also have 10+ years of professional experience in running communication campaigns and doing evaluation and research for political organizations and health institutions. The courses I teach range from *Future of TV* and *Media & Society* all the way to *Misinformation* and *The Ethics of Persuasion*.

Basic Course Information and Overall Purpose

In this course we’ll examine the technology, the media, and the culture which encompasses “TV.” Students will read essays from academic, trade, and popular venues, and watch selected

clips from various educational and archival sources. Over the course of the semester, students will be responsible for a series of short response “quizzes” and discussion boards to assess what they are gaining from engaging with the course material. All of the course material will culminate in a final video submission in which students describe, based on what they have learned in this class and from their own thinking, what *is* the future of TV?

Course Overview (from Bulletin)

What is the future of your TV and what kinds of programming will you see in the next two years? Television is not going away but how, where and when we interact with TV changes constantly. What roles do blogs, podcasts, YouTube, Netflix and new digital technologies have in furthering television into a medium where consumers drive content? In large lecture [sic] you will learn about these changes; in small groups, you will take the driver's seat as a critic and creator of content. NOTE: This course fulfills the Arts (GA) requirement for students under GenEd and Arts (AR) for students under Core.

GenEd Arts courses are intended to teach students how to:

- Experience and respond to a work of art or creative process;
- Recognize or interpret a work of art or creative process in its social, historical and cultural context;
- Describe or evaluate a work of art or creative process using appropriate terminology;
- Demonstrate an "appreciation" for the value of art in our lives and in society; and
- Function as a member of an audience

This specific section of MSP 0821 also aims to build students' ability to:

- Explain the intertwining media, technology, and culture history of TV
- Form a cogent argument about what we should expect TV to look like in the future
- Integrate critical and theoretical perspectives into their engagement with modern media and technology

General Education Competencies

Please review the competencies and area goals described by the university for your general education. Generally speaking, GE courses are meant to promote: (1) Critical thinking, (2) Contextualized learning, (3) Interdisciplinary thinking, (4) Communication skills, (5) Scientific and quantitative reasoning, (6) Civic engagement, (7) Information literacy, and (8) Lifelong learning.

How Class Will be Conducted

This is an online asynchronous course with no set meeting times. You can choose when to complete your work throughout the week, but most successful students block off specific times in their schedule to dedicate to the class and log in several times a week.

The course is organized into weekly modules, each containing a combination of readings, multimedia content, and assignments. I will check discussion boards regularly to engage with student posts and answer questions.

Course materials

Students will not need to purchase any textbook for this course. All readings will be provided on Canvas or are accessible online through the Temple Library.

Students are expected to have reliable access to the internet to access readings and submit assigned work. Students are also expected to have a working webcam on a desktop or laptop computer to record their final project - videos recorded on cell phones and tablets will not be accepted. If the student does not have access to a personal machine with a webcam, the Charles Library and Tech Center are both able to lend and provide access to adequate resources.

For written submissions, Microsoft Word is provided to all students, and Google Docs and LibreOffice Writer are also free options for text processing. For video submissions, a student subscription to Zoom is included with student fees. Students may also avail themselves of Microsoft Powerpoint, Google Slides, LibreOffice Impress, Prezi, Canva, or any other “slide” creation tools for their final project.

Grading & Assessment Guidelines

30% of your grade is dependent on quizzes, 50% on discussion boards, and 20% on your final project (outline and final submission). Grading disputes must be submitted in writing to the professor no later than 4 business days after grade is released to be considered. Disputes submitted after the deadline will be considered only at the professor’s discretion.

Discussion board (50%)

Discussion boards must be structured as argumentative short essays (a minimum of 3 well constructed paragraphs of at least 4 sentences each) with a clear and defended thesis statement.

- Posts which answer prompts one by one or focus on summary rather than analysis will lose points for lack of a cogent throughline argument.
- I recommend reviewing Purdue OWL’s resource on classical argument structure:
https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/classical_argument.html.

While discussion boards 1 and 2 do not need to be as argumentative, they should still aim to provide a well defended thesis based on the author’s careful consideration of what they wish to convince the reader of. Discussion board 0, however, can be more casual, but must, at minimum, answer the provided prompts.

All posts are expected to engage with the readings, and all readings referenced in text should be appropriately cited in APA format.

Final Project (20%)

The final project must be submitted as an attached 5-8 minute video to the appropriate discussion board. The video must include the student's voice, and may include graphics, slides, screen sharing, background music, and any other component which serves the student's argument or aesthetics. However, the student's voice must follow a natural speaking cadence, and any evidence of reading a script verbatim will be cause for points deduction. Any recorded video of the student must be in landscape orientation with a stable camera (no portrait mode on a phone), and any video or content borrowed from other sources must be cited in APA style in the bottom right corner of the frame when the borrowed content is displayed.

Grade Percentage Breakdown: A grade of "C-" or better is required to satisfy a General Education requirement.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
0-60	F

Assessment Summary

The assessments in this course have been created for two reasons: (1) For you to demonstrate your progress towards the learning goals for the course and receive useful feedback and, (2) For you to practice skills and develop ways of thinking that will be of use to you in the future.

Item	Description	% of Final Grade	Due Date
Quiz 0 - Syllabus	Successfully completing this quiz represents your official agreement to abide by the terms of the course syllabus for the remainder of the course	5%	Friday, 8/28/26 5PM Eastern Time
Quiz 1	An short quiz testing recall and application of concepts regarding the History of TV Tech	5%	Friday, 9/11/26 5PM Eastern Time
Quiz 2	A short quiz testing recall and application of concepts relating to Critical Perspectives on Media Consumption	5%	Friday, 9/25/26 5PM Eastern Time
Quiz 3	A short quiz testing mainly students' critical reflection based on the readings to answer the question "Who Creates 'Content?'"	5%	Friday, 10/9/26 5PM Eastern Time
Quiz 4	A short quiz testing students' critical reflection based on the readings around Advertising and Propaganda	5%	Friday, 10/23/26 5PM Eastern Time
Quiz 5	A quiz which will ask some recall questions based on the readings around New Advances in TV, and push students to articulate their current answer to the course's core questions	5%	Friday, 11/13/26 5PM Eastern Time
Discussion Board 0	Students will introduce themselves to class and share briefly about their current thoughts around the course's central questions	5%	Wednesday, 9/2/26 5PM Eastern Time
Discussion Board 1	Students will share reflections on what their personal technology stack looks like and what they'd like it to look like in the future	5%	Wednesday, 9/16/26 5PM Eastern Time
Discussion	Students will track their media usage on two	5%	Wednesday, 9/30/26

Board 2	non-consecutive days using the provided template and share both the media log and a short reflection on what they learned from that exercise		5PM Eastern Time
Discussion Board 3	Students will reflect on the last month and a half of readings, quizzes, and discussions, and answer some prompts around The Role of TV in Our Lives and How It's Changed	10%	Wednesday, 10/14/26 5PM Eastern Time
Discussion Board 4	Students will share reflections on how susceptible they believe they are to advertising and propaganda, and how susceptible they believe folks around them are as well	10%	Wednesday, 10/28/26 5PM Eastern Time
Project Plan and Outline	Students will share an outline of their basic argument for the final project, what sources they will reference, and what tools they will use to put their submission together	5%	Wednesday, 11/4/26 5PM Eastern Time
Final Project	Students will submit a 5-8 minute video where they articulate a well defended thesis regarding what they believe to be the future of TV	15%	Friday, 11/20/26 5PM Eastern Time
Project Peer Review	Students will post peer reviews of each others Final Projects (peer reviews will be randomly assigned using Canvas)	15%	Friday, 12/4/26 5PM Eastern Time

Course schedule

Week	Dates	Subject	Assignments and Quizzes
1	8/24/26 - 8/28/26	The Syllabus	Quiz 0
2	8/31/26 - 9/4/26	How did TV develop, and where is it going?	Discussion Board 0
3	9/7/26 - 9/11/26	Technology and Regulation	Quiz 1

4	9/14/26 - 9/18/26	Your personal TV and technology usage	Discussion Board 1
5	9/21/26 - 9/25/26	Power, corporations, and social construction	Quiz 2
6	9/28/26 - 10/2/26	Corporate consolidation	Discussion Board 2
7	10/5/26 - 10/9/26	What is culture?	Quiz 3
8	10/12/26 - 10/16/26	How does media and technology evolve over time?	Discussion Board 3
9	10/19/26 - 10/23/26	Advertising and propaganda	Quiz 4
10	10/26/26 - 10/30/26	Misinformation	Discussion Board 4
11	11/2/26 - 11/6/26	AI, FAST, Analytics, and more	Project Plan and Outline
12	11/9/26 - 11/13/26	Other innovations in TV	Quiz 5
13	11/16/26 - 11/20/26	Doomscrolling, neural implants, etc.	Final Project
14	11/23/26 - 11/27/26	FALL BREAK - NO READINGS, ASSIGNMENTS, OR QUIZZES	
15	11/30/26 - 12/4/26	Bringing it all together	Project Peer Review

General course policies

I have now been teaching for about a decade, and have seen my fair share of students. The policies below have been developed not because I want to make it hard for students to get the support they need, but because I value communication and effort above all else. My basic expectation for students working with me is to stay in touch and do your best. Students who follow this principle will be fine, students who disappear and fail to communicate will not receive much support.

Late work and illness policies

As this course is asynchronous and self-directed, it is the student's responsibility to look ahead and communicate all possible coursework delays (travel, athletics, military service, internships, etc.) ahead of time, preferably within the first two weeks of the semester.

For late work to be considered for a grade, a notice of extension must be submitted by email *at least 3 business days before the deadline*. Extension notices must be framed as a commitment from the student, i.e. a proposal of when the delayed work will be submitted. For example, “Can I please have an extension?” is not acceptable, instead an extension request should read more like “I will need until 7PM this Friday to submit the assignment.” **For professionally and respectfully framed extension notices, there will be no grade penalty.** Failure by a student to meet their own proposed deadline is cause for an automatic 0 on that work.

The professor reserves the right to not grant extensions based on their expert judgement, especially in cases where a student has either been non-communicative throughout the semester, or has abused the late policy repeatedly.

Every 1 hour delay past the deadline for any assignment or quiz without appropriate notice of extension results in a 2% deduction for that assignment or quiz. For example, if you complete the Syllabus Quiz (Quiz 0) 8 hours late, at 1AM Eastern Time on 8/29/26, the maximum score you can get on that quiz is 84%, assuming a perfect score on the quiz. As all quizzes and assignments are available from the beginning of term, there are very few cases in which an extension will be considered.

For students who join the course after the semester begins, extensions may be granted for the first two quizzes and discussion boards as appropriate, but it is the student’s responsibility to email the professor with a clear explanation of when they anticipate completing those quizzes. The proposed extensions should be no later than 9/16/26 at 8PM Eastern Time.

To account for the inevitability of illness so severe that coursework cannot be attempted, students should inform the professor of said illness when possible. The professor will then make a note to possibly drop the lowest quiz grade at the end of term to provide a grading cushion - **ONLY** if all other coursework has been satisfactorily attempted. In the case of illness which precludes the student from attempting coursework for more than 10 business days, DRS and academic advising should be contacted if the student wishes to complete the course, as the professor will likely recommend course withdrawal at that point.

Professionalism

College education should prepare you for a fulfilling professional and personal life. Your ability to maintain a work life balance is crucial for that goal. Therefore, you are encouraged to read, write, and communicate with classmates and the professor *only between 9am and 5pm (Eastern Standard Time), Monday through Friday*. The professor will respond to emails only during these times, and may take 3-5 business days before responding. Your time is your own however, but to maintain professionalism standards, if you choose to write an email outside business hours, you are *highly encouraged* to schedule the email to send during business hours.

Email etiquette

The ability to communicate respectfully and effectively over email is a major factor in your success in school and in the workforce. Disrespectful, vague, or unactionable emails harm your reputation and disincline professors from assisting you. Therefore, to support students in getting the best possible help via email, please follow these guidelines in this order when emailing the professor:

- First review the syllabus and Canvas page in that order to ensure your question has not already been covered in those locations
- Reach out to a classmate to see if they have run into a similar issue and how they have resolved it
- Only after verifying that a solution to your problem is not listed on the syllabus, Canvas, or by a colleague, begin drafting an email to the professor as follows:
 - Label your email subject with [MSP 0821] and a succinct (3-6 words) header
 - Begin the email with “Dear Prof. Chatterjee,”
 - Explain clearly exactly what you need from the professor in 1-3 sentences, and what steps you have taken and plan to take to address whatever problem you may be emailing about
 - Avoid oversharing personal details unless they are absolutely relevant.
 - End the email with “Thank you, [your name]” or some equivalent salutation, e.g. “Best,” “Warmly,” “Sincerely,” etc.

For example, a common reason folks email a professor is because they cannot complete an assignment by the deadline. Below is an appropriate email in that situation.

Subject: [MSP 0821] Extension for Project Plan

Body:

Dear Prof. Chatterjee,

I am unable to complete the Project Plan by the deadline. I will be able to submit it by 11/9 at 2pm.

Thank you,
[Your name]

Another common reason to email a professor is because a student may have reason to believe a quiz question was graded incorrectly. Below is an appropriate email for that scenario.

Subject: [MSP 0821] Quiz 2 Question 7

Body:

Dear Prof. Chatterjee,

I believe this question was phrased ambiguously. Based on the reading from last week, perhaps it should have read as [text], instead of [text]. Would you consider adding back a point for that question or removing it from the graded questions?

Thank you,
[Your name]

Incomplete grade policy

Incomplete grades will be granted only in rare circumstances and require the approval of the professor. Students who have not completed all the requirements prior to the last day of class will need to talk with the professor about how this will be rectified.

Academic honesty and plagiarism

You are expected to do your own work and any form of academic dishonesty—plagiarism and cheating—is as unacceptable in this course as it is across the University and throughout higher education. Plagiarism is defined in the Bulletin as “the unacknowledged use of another person's labor, another person's ideas, another person's words, and another person's assistance.”

Use of generative artificial intelligence

While Gen-AI will definitely be a part of the modern workflow, this course is intended to develop your critical thinking and argumentative skills - therefore **in this class there are no acceptable uses of generative artificial intelligence in developing any submitted work** (e.g. ChatGPT, Grammarly, Grok, Claude, Canva AI, etc.). This policy includes the use of AI in developing slides or graphics, or using AI to spellcheck or review any written work, specifically because **these use cases can still change the author's original thinking and intention**. Any suspected use of such technologies will be cause for an Academic Dishonesty referral. Such referrals are made on the basis of the professor's expert judgment, and will be handled by established University protocols from there.

Disability disclosure statement

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional

materials required for the course, should contact the professor privately to discuss the specific situation by the end of the second week of classes or as soon as practical.

If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. We will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Student and faculty academic rights and responsibilities

Please refer to Temple University's Recommended Statement. The University's policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) can be accessed through at: <http://policies.temple.edu/getdoc.asp?policy=03.70.02>.

Technology usage policy

Read Temple University's Technology Usage policy which includes information on unauthorized access, disclosure of passwords, and sharing of accounts. The Temple University Technology Usage Policy can be accessed at <http://policies.temple.edu/PDF/84.pdf>

last updated 8/19/26 - please note this syllabus is subject to change and all updates will be communicated to students via email and canvas in a timely manner