

Special Topics: Disaster and The Media

SOC 351

Disaster Response and Recovery  
David A. McEntire  
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Successful completion of SOC 101 or PSY 101

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This course will



E-2: Present written information using standard APA style.

II.

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Group Project	$80/100 = 80 \times .15 = 12$
Discussion Board	$75/80 = 93.75 \times .30 = 28.1$
Writing Assignments	$360/400 = 90 \times .30 = 27$
FEMA modules	$200/200 = 100 \times .10 = 10$
Final exam	$89/100 = 89 \times .15 = 13.3$
Total	$90.4 = B+$

Successfully completing a Discussion Board assignment includes posting your response to the DB questions or topic AND providing substantial responses (at least a paragraph in length). Initial responses to the DB question are due by Wednesday and at least one response to another student is due by Friday; this allows every student to have the opportunity to participate in the discussion and exchange of ideas. All written assignments should follow APA format.

A week in Distance Learning (DL) runs from Monday to Sunday. Assignments submitted and Discussion Board postings made after midnight on Sunday are considered late and are penalized 5 points (half a letter grade) for each day they are overdue.

2. Written Assignments: (3 @ 100 points each) students will submit three reflection papers between 1-3 pages written using proper APA style and grammar. (2 @100 points each) students will submit 2 reaction papers analyzing and evaluating the topic of the week. Reaction papers should be a minimum of 2 pages (not to exceed 5), include outside sources, and be written using clear English, proper grammar, and APA style. All written assignments correlate with

How do you think disaster portrayals on film have influenced your perception of disaster, how you might respond or react when faced with a disastrous situation?

On August 2, 2005, Air France Flight 358 crashed in Toronto. There were no fatalities in this very serious emergency. Examine a number of distinct, detailed, and substantive newspaper accounts and/or news broadcast transcripts, choosing sources that focus on evacuation behavior, coordination of resources, or other relevant aspects of emergency response. Write a review of this coverage. Some questions to guide your review include: How do media sources approach a disaster as a crisis? What aspects of crisis were covered in your sources? How does the coverage correspond with, or conflict with, accepted scientific understanding of disaster? What understanding of the emergency would the audience of this news coverage come away with?

community do most people in your community rely on TV for their primary source of information?

1: Analyze the response in either film: \_\_\_\_\_ or \_\_\_\_\_, specify your choice. Who acted first (the government, volunteers, first responders (police/fire))? How was the public depicted in the film (i.e. were they panicking, helping each other, in control)? How were emergency management officials (government personnel, response personnel) depicted (i.e. aggressive, combative, effective)? Do you believe that this is an accurate representation of response?

2: Choose an actual disaster that was depicted in the media within the last 10 years. What news sources covered the disaster? How did local citizens learn to action, donations, outcry for assistance)? Describe the role of emergency management officials (who was involved- federal, state, local, non-profits, private businesses?).

3. Group Project: (100 points) Students will assemble into groups and prepare a proposal for a short disaster movie that will be both entertaining AND scientifically valid. Students will submit the project as a group to the instructor. There must be

Imagine that you are writers/directors and you are trying to sell your idea to a studio. You will select an appropriate disaster; outline a plot; emphasize its cinematic and scientific value (providing evidence for why you think this combination works); provide samples of engaging dialogue; and include other elements that you feel will make a persuasive case for making your film. Required: Powerpoint presentations or video or audio segments, if any, bibliographic sources, and other documentation of your work. Projects will receive a cumulative grade. Include your contribution to the project. Projects will be graded according to their imagination, originality, and incorporation of important disaster-related themes.

\$500 (20% of the project grade) will be based on your contribution to the project. Projects will be graded according to their imagination, originality, and incorporation of important disaster-related themes and useful insights or suggestions

4. FEMA modules (2 @ 100 points each) students are to complete 2 FEMA Independent Study modules:  
Students are to submit their certificate of completion to the instructor.

5. Final Project/Paper: (100 points) Final class paper and presentation discussing an actual disaster and how it was covered in the media and how first responders/emergency management organizations were involved (or not). Create video using your research and findings. How is public perception and involvement shaped? Identify the actors and

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usage errors. Links to some useful websites, including OWL, are posted under the Course Materials tab.

1. Written assignments are expected to be free of grammar, punctuation, usage, and/or spelling errors! Multiple errors in a paper destroy your credibility as a writer. When I am grading your work in this class, I will stop reading when I reach ten (10) grammar, spelling, punctuation, and/or usage errors, enter your grade for the assignment as a D (corresponding number grade is 70), and return the marked-up assignment to you with a note in the grade book explaining what I have done. The D will be your final grade for the assignment - you may not revise and resubmit.

2. For all assignments: Please do not ask me to re-grade after I have already reviewed and graded your assignment. Reading your papers and making detailed comments takes a great amount of time and is very labor intensive. The comments are provided to you as feedback, and you are expected to learn from these mistakes and improve your next writing assignment.

3. Repetition of the same errors week after week will have a negative effect on your grades. For example, if I ask you to review cover page format using OWL or the APA video, this means that your cover page contains formatting errors. My expectation is that you will go to the OWL website and/or watch the APA video, determine what the errors are, and correct them in your next assignment. I will be happy to work with you on correcting any errors after you have made a good faith effort to fix them.

4. Please review the Academic Integrity Policy under the syllabus tab. In this class, any student caught plagiarizing any class work of any kind or cheating in any manner will receive an F