

Course Syllabus

Jump to Section

- [Introduction](#)
- [Course Overview](#)
- [Prerequisites](#)
- [Course Goals](#)
- [Required Materials](#)
- [Course Requirements:](#)
- [Grading](#)
- [Course Expectations](#)
- [Technical Support](#)
- [Technical and Academic Skill Requirements](#)
- [Tentative Class Schedule](#)
- [Expectations for Discussion Posts](#)
- [Course Policies](#)
- [Netiquette: An Introduction](#)
- [How do the Course Goals connect to Modules and course assignments?](#)
- [Course Summary](#)

COMMUNICATION 5840—The Zombie as Rhetorical Figure

Summer 2022

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Engageli classroom

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Overview to the Course: *Explores the rhetorical figure of the Zombie, its cultural force, the way it is put into the service of different structural forces, and made to speak for certain causes. Attends to the Zombie figure's roots and circulation across film, television, graphic novels, other literature, and even scientific inquiry in order to track its meaning and uses.*

Course Prerequisites: Comm 2140: Advocating in Public; Comm 3010 Communication Perspectives (may be taken in same semester)

Course Goals:

1. Know how to survive the coming Zombie Apocalypse
2. Recognize the influence of messages by reflecting critically on the specific social and political issues surrounding discourses deploying Zombies
3. Apply communication theories, perspectives, principles, and concepts
4. Engage in communication inquiry by formulating your own argument regarding the social prevalence of the Zombie as cultural figure
5. Demonstrate the ability to be culturally self-aware

Required Materials: Texts

All Materials uploaded to Canvas. Major books include:

Brooks, M. (2003). *The zombie survival guide: Complete protection from the living dead*. Random House LLC.

Mogk, M. (2011). *Everything You Ever Wanted to Know About Zombies*. Simon and Schuster.

Required Materials Zombie Films:

General note: As a figure, the zombie has a raced history, as we are tracking it in different time periods, some of the mediated depictions are going to be very foreign to us (racism, sexism, classism, etc. is clearly present). We are using these viewings to critique these structures. The viewings for this module and the others may be concerning for a variety of reasons (this is a figure of horror and the grotesque after all). If these images are especially disturbing, please contact me via direct message through Canvas.

- We will be watching several zombie films, several of these have a digital license through UNT to allow you to stream them across blackboard. However, some you will need to obtain or find a way to view them. These include:

Halperin, V., (1932). *White zombie (Motion picture)*. United States, Roan Group Archival Entertainment.

Yarbrough, J. (1941). *King of the Zombies (Motion picture)*. United States, Monogram Pictures.

Wood, E. D. (1959). *Plan 9 from outer space (Motion picture)*. United States, Universal Distributors Corporation of America.

Romero, G. A. (1978). *Dawn of the dead (Motion picture)*. United States, Italy: Laurel Group.

Romero, G. A., (1985). *Day of the dead (Motion picture)*. United States, Laurel Entertainment Inc.

Boyle, D., (2002). *28 days later (Motion picture)*. United States 20th Century Fox Home Entertainment.

Fresnadillo, J. C. (28). *28 weeks later (Motion picture)*. United States: 20th Century Fox Home Entertainment.

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- Please keep in mind that many of these materials are older and may be acquired through the UNT Media Library, public libraries in your area, free online sources, and pay for service accounts such as Netflix, Hulu, Amazon Prime or other services you may already be subscribed to.

Canvas: This course uses Canvas, please go to: <https://unt.instructure.com/> to login to the course site.

Course Requirements:

Discussion Posts (30%)

There are a number of prompts that you will need to address during the course of the semester in online forums. These are short reflective writing assignments. For each module there is at least one original post and replies to two of the student posts required.

My Favorite Zombie (1%)

In the first week, this is a starter assignment to get used to the tools in the learning environment. It asks you what your favorite mediated zombie story is and why you like it so much.

Module Quizzes (20%)

Each Module has a quiz associated with it (15 questions each). They add up to 15% of the final grade.

Survivor's Blog-Over the course of the semester, I will ask you to do several short assignments all of which follow the same theme: We have just survived a zombie apocalypse together, what do we do next? Blog entries ask you to role play what our situation might be and use what we are learning from zombie stories in order to better our chances of survival. Of course, these entries should demonstrate an awareness that the stories themselves are full of cultural referents and the zombies, survivors, groups, and threats all stand in for something else entirely in our current real world.

M1 Blog: What is a Zombie: (9%)

In the first week, a blog entry examining what a Zombie is.

M2 Blog: Survivors (10%)

This blog entry asks you to introduce the survivors that have made it to safety with you.

M3 Blog: The Others (10%)

In this blog entry we discover another group of survivors. What do we do?

M4 Blog: Threats (10%)

What is really behind these zombies?

M5 Blog: Last Entry (10%)

*We cannot get out. We cannot get out. They have taken the bridge and Second Hall. [Frár](https://lotr.fandom.com/wiki/Fr%C3%A1r) (<https://lotr.fandom.com/wiki/Fr%C3%A1r>) and [Lóni](https://lotr.fandom.com/wiki/L%C3%B3ni) (<https://lotr.fandom.com/wiki/L%C3%B3ni>) and [Náli](https://lotr.fandom.com/wiki/N%C3%A1li) (<https://lotr.fandom.com/wiki/N%C3%A1li>) fell there bravely while the rest retreated to the Chamber of...Mazarbul. We are still holding...but hope ...Óin's party went five days ago but today only four returned. The pool is up to the wall at West-gate. The Watcher in the Water took [Óin](https://lotr.fandom.com/wiki/%C3%93in) (<https://lotr.fandom.com/wiki/%C3%93in>)--we cannot get out. The end comes soon. We hear drums, drums in the deep. They are coming. ("Book of Mazarbal," *The Fellowship of the Ring*, J.R.R. Tolkien)*

Extra Credit: Several assignments may allow extra points for including extra information, additional media, or even instances of personal interaction. If you think of activities that can earn extra credit, they may be applicable. Please contact Brian Lain before submitting any other event as extra credit. The number of points will be awarded based on the quality of your work. Completing an assignment does not automatically guarantee that you will receive all of the available points. If 85% of the course participants complete the SPOT course evaluation system on my.unt.edu, the entire class will gain 1 point of extra credit.

Assignments, points, possible, and percentage of final grade

Assignment	Points Possible	Percentage of Final Grade
Assignment 1 – My favorite Zombie	10 points	1%
Assignment 2 – M1 Blog: What is a Zombie	20 points	9%
Assignment 3 – M2 Blog: Survivors	20 points	10%

Assignment 4 – M3 Blog: The Others	20 points	10%
Assignment 5 – M4 Blog: The Threat	20 points	10%
Assignment 6-M5 Blog: Last Entry	20 Points	10%
Participation <ul style="list-style-type: none"> • Intro post @5 points • 6 Discussion Forums @ 10 points ea. 	5 points 60 points	30%
Module Quizzes <ul style="list-style-type: none"> • Intro Quiz @ 5points • 5 quizzes @ 15 points ea. 	5 points 75 points	20%
Total Percentage		100.00%

Grading

If you feel that you need assistance with your writing, contact the writing lab in Aud 105 or call the writing hotline at 565-4311

The graded assignments are designed to allow the student to demonstrate proficiency in these areas. The following scale will be used:

A	90-100	Clearly Outstanding and exceptional work
B	80-89	Above Average Work
C	70-79	Average Work; Meets all the criteria for an assignment
D	60-69	Below Average Work
F	Below 60	Fails to Meet Minimal Expectations

Keep in mind that the course discussions assume that you have completed the readings prior to the class period.

Course Expectations

As the instructor in this course, I am responsible for

- *providing course materials that will assist and enhance your achievement of the stated course goals, guidance,*
- *providing timely and helpful feedback within the stated guidelines,*
- *and, assisting in maintaining a positive learning environment for everyone.*

As a student in this course, you are responsible for

- *viewing, reading and completing all requirements of the course in a timely manner,*
- *working to remain attentive and engaged in the course and interact with your fellow students,*
- *and, assisting in maintaining a positive learning environment for everyone.*

Technical Support

UNT Helpdesk

Sage Hall 130

940-565-2324

helpdesk@unt.edu (<mailto:helpdesk@unt.edu>)

Technical and Academic Skill Requirements

Computer Literacy- You need to have a basic knowledge of a computer and internet skills to be successful in an online course. This skill set includes but is not limited to:

- knowledge of terminology (browser, mouse, internet, etc.)
- basic understanding of computer hardware and software and the ability to perform basic operations including using a keyboard and mouse, managing files and folders, software installation, security, and virus protection, using applications such as Word, Excel, email clients, knowledge of copying and pasting, spell-checking, saving files, sending and downloading attachments.
- internet skills, ability to search, navigate, perform online research
- ability to use online communication tools such as email, Canvas, chats, and messengers.

Reading and Writing Skills- You will need to have strong reading and writing skills. Most of the material in an online environment will come from reading and viewing. Therefore strong reading and critical thinking skills are necessary for success.

Self-Motivated and Independent Learner-While online courses offer flexibility, they require self-discipline and more independence than face-to-face courses. In an online environment, you are the one who must motivate yourself to follow the class schedule and complete the work on time.

Time Commitment- Online classes take as much time as regular on-campus classes. You need to set aside sufficient time to view, read, study, write, and reflect on the course materials. Plan approximately 12 hours a week for a 3-credit course.

Time Management: log-in frequently and develop a good schedule-Online classes are not independent study courses. You are required to participate in online discussions even though you get to choose what time of the day you complete that task. Online classes are asynchronous (not everyone meets at the same time). Which has the benefit of allowing you flexibility. However, it also means that when you are offline, the course has not stopped. When you are offline, the course continues to evolve, develop, and change. You need to be online often enough that you can stay abreast of these changes (typically plan to log into the course 3-4 times a week).

Never wait until the last minute to complete an assignment for an online course. You may have a technical problem or run out of time which will cause frustration. Studies reveal that one major reason students fail online classes is procrastination. Unlike a face-to-face course, once you fall behind in an online learning environment, it is often impossible to catch up. This course has a reasonable time schedule on due dates. Consider every assignment personally due 24 hours before the assigned due date, then you have an automatic 24 hour extension should you run into problems.

Active Learner- Online students must be self starters who are not afraid to ask a question when they do not understand. Remember that you, not the instructor, is in control of your own learning process. Since the instructor cannot see you, please "reach out" at the first sign of a problem. There is a discussion forum set up to deal with questions students encounter. Use it. If you have technical difficulty, problems understanding course content, or difficulty meeting a deadline, seek help right away.

Tentative Class Schedule:

This schedule is subject to change.

Start Here Module (first 3 days)

Introduces students to course, Canvas, and the Course Policies

Module I: Zombie History (Week 1)

Mogk, M. (2011). *Everything You Ever Wanted to Know About Zombies*. Simon and Schuster, pp. 1-33.

Williams, T. (1983). White Zombie: Haitian Horror. *Jump Cut*, 28, 18-20.

Phillips, G. (2011). White Zombie and the Creole: William Seabrook's *The Magic Island* and American Imperialism in Haiti. *Generation Zombie: Essays on the Living Dead in Modern Culture*, 27-40.

Optional Readings

Bitzer, L. (1968). The rhetorical situation. *Philosophy & Rhetoric* 1, 1-14

View

White Zombie (1932)

Optional- view these:

King of the Zombies (1941)

Plan 9 from Outer Space (1959)

Module 2: George Romero and the Zombie Revival (Week 2)

Bishop, K. (2006). Raising the dead. *Journal of popular film and television*, 33(4), 196-205.

Bishop, K. (2009). Dead Man Still Walking. *Journal of Popular Film and Television*, 37(1), 16-25.

Donaldson, L.F. (2011). Normality is threatened by the monster: Robin Wood, Romero and Zombies. *Cineaction*, 84, 24-31.

Optional

Becker, M. (2006). A point of little hope: Hippie horror films and the politics of ambivalence. *The Velvet Light Trap*, 57, 42-59.

Optional Reading

McGee, M. (1980). The "ideograph:" a link between rhetoric and ideology. *Quarterly Journal of Speech*, 66, 1-16.

View

Night of the Living Dead (1969)

And one of these:

Dawn of the Dead (1978)

Day of the Dead (1985)

Land of the Dead (2005)

Module 3: Zombies Reconsidered: 28 Times Over (Week 3)

Paffenroth, K. Zombies as Internal Fear or Threat. *Generation Zombie: Essays on the Living Dead in Modern Culture*, 18-26.

Trimble, S. (2010). (White) rage: Affect, neoliberalism, and the family in 28 Days Later and 28 Weeks Later. *Review of Education, Pedagogy, and Cultural Studies*, 32, 295–322. doi:10.1080/

10714413.2010.495255

Carroll, J. S. (2012). The Aesthetics of Risk in Dawn of the Dead and 28 Days Later. *Journal of the Fantastic in the Arts*, 23(1).

Optional Readings

Charland, M. (1987). Constitutive rhetoric: The case of the Peuple Quebecois. *Quarterly Journal of Speech*, 73(2), 133-150.

View

28 days later (2002)

And one of these:

28 Weeks Later (2007)

World War Z (2010)

Module 4: Rom Zom Com and Comm (Week 4)

Cady, K. A. and Oates, T. (2016). Family splatters: Rescuing heteronormativity from the zombie apocalypse. *Women's Studies in Communication*, 39 (3),308-325.

doi:10.1080/07491409.2016.1194935Bishop, K. W. (2011). Vacationing in Zombieland: The Classical functions of the modern zombie comedy, *Journal of the Fantastical Arts*, 22(1),24-38.

Optional

Brooks, M. (2003). *The zombie survival guide: Complete protection from the living dead*. Random House LLC, pp. 1-28, 182-248.

Optional Viewing

King, E.W. (2013). The Incessant Moan: Reanimating Zombie Voices. NCA distinguished Lecture

Carroll Arnold Lecture (2013)

View 2 of these:

Shaun of the Dead (2004)

Zombieland (2009)

Warm Bodies (2012)

Module 5: Digital and Print Dead: Kirkman, Video Games (Week 5)

Kirkman, R. (2004). *The Walking Dead Vol. 1: Days Gone Bye* (Vol. 1). Image Comics.

Play Zombie Escape Video Game BrainBread2 Free to play

Hunt, N. (2015). A utilitarian antagonist: The zombie in popular video games. In *The zombie renaissance in popular culture* (pp. 107-123). Palgrave Macmillan, London.

Greene, J., & Meyer, M. (2014). The (gendered) Walking Dead: A feminist rhetorical critique of zombie apocalypse television narrative. *Ohio Communication Journal*, 52, 64-74.

Optional

Garland, T., Phillips, N., & Vollum, S. (2018). Gender politics and *The Walking Dead*: Gendered violence and the reestablishment of patriarchy. *Feminist Criminology*, 13(1), 59-86.

Expectations for Discussion Posts

- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- Posts should be within a range of 150-200 words.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Course Policies:

Assignments and Requirements

All assignments are due on the date specified. Late assignments are not accepted, and, excepting authorized absences, make-up assignments will not be scheduled. When a reading assignment is listed in the syllabus for a given day, you should complete the reading assignment by that day.

Etiquette: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11> (<http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11>).

Completing the Course

Students are expected to complete all assignments for this course during the semester. Assigning a grade of "incomplete" is rare, and in order to request an "I," the student must meet these requirements: a) The student must have completed at least 75% of the course assignments; b) The student must be passing the course; c) There must be an unforeseen and compelling reason why the course cannot be completed on time; and d) The student must present a plan for completing the assignments within the time period specified in the catalog.

Academic Integrity: All students shall adhere to the Code of Student Conduct outlined in the undergraduate catalog. Its provisions include the following statements regarding academic dishonesty:

Cheating. The willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, using someone else's work for assignments as if it were your own, or any other dishonest means of attempting to fulfill requirements for a course.

Plagiarism. The intentional or unintentional use of another's words or ideas as if they were your own without giving credit to the source, including but not limited to failure to acknowledge direct quotations.

Policies and procedures regarding adjudication of acts of academic dishonesty are available in the UNT Policy Manual at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf (http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf).

Access

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to

be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda> (https://webmail.unt.edu/OWA/redir.aspx?C=2-p95jp_-EWwoilbfsvlphc0yxEpdtAl_GDGEHVXx4kQVv_shUsY-8lvuU2tlikQaYuZ0Dy51Oc.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at 940-565-4323.

Instructor Statement

I have reviewed all of the materials available in this course and checked accessibility to the best of my ability. All materials posted has alt text as well as close captioning. No technology is 100% accessible or 100% foolproof. If you encounter barriers accessing the information please contact me at [blain@unt.edu \(mailto:blain@unt.edu\)](mailto:blain@unt.edu) and we will work with you to construct an alternate text or alternate assignment.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov> (<http://ecfr.gpoaccess.gov/>). The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT> (<http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>)

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu (<mailto:internationaladvising@unt.edu>)) to get clarification before the one-week deadline.

COMM Library Copier Use Policy

Students conducting research in the Communication Studies Library associated with departmental coursework have access to a printer/photocopier located in the office adjacent to the library. We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department's holdings. Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

Netiquette: An Introduction

Netiquette provides guidelines for an appropriate way to interact with others in a professional online environment. This brief summary draws from Virginia Shea's [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) (<http://www.albion.com/netiquette/corerules.html>).

Rule 1: Remember the Human

Practice the Golden Rule: Do unto others as you would have others do unto you. Remember, your written words are read by real people, and the words you are read are written by real people-- all interactions are deserving of respectful communication.

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Ask yourself would you behave rudely to someone face-to-face? Before you press "submit," ask yourself, "Would I be okay with this if I was telling this person face-to-face?"

Rule 3: Know where you are in cyberspace

"Netiquette varies from domain to domain." (Shea, 1994). Your context and audience matter - What you text to a friend may not be appropriate in an email to a classmate or colleague.

Rule 4: Respect other people's time and bandwidth

Electronic communication takes time: time to read and time in which to respond. Make your written communication meaningful and to the point, without extraneous text or superfluous graphics or attachments that may take forever to download.

Rule 5: Make yourself look good online

Put your best foot forward. Keep in mind that others will note the quality of your writing, so keep the following tips in mind:

- Always check for spelling and grammar errors
- Know what you're talking about and state it clearly
- Be pleasant and polite

Rule 6: Share expert knowledge

The Internet offers its users many benefits; one is the ease in which information can be shared or accessed and in fact, this "information sharing" capability is one of the reasons the Internet was founded. Remember to post resources and references about your subject matter.

Rule 7: Help keep flame wars under control

What is meant by "flaming" and "flame wars?" "Flaming is what people do when they express a strongly held opinion without holding back any emotion." (Shea, 1994). Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.

Rule 8: Respect other people's privacy

Depending on what you are reading in the virtual world, be it an online class discussion forum, Facebook page, or an email, you may be exposed to some private or personal information that needs to be handled with care. Just as you expect others to respect your privacy, so should you respect the privacy of others. Be sure to err on the side of caution when deciding to discuss or not to discuss virtual communication.

Rule 9: Don't abuse your power

Just like in face-to-face situations, there are people in cyberspace who have more "power" than others. They have more expertise in technology or they have years of experience in a particular skill or subject

matter. Just remember: knowing more than others do or having more power than others may have does not give you the right to take advantage of anyone. Think of Rule 1: Remember the human.

Rule 10: Be forgiving of other people's mistakes

Not everyone has the same amount of experience working in the virtual world. And not everyone knows the rules of netiquette. At some point, you will see a stupid question, read an unnecessarily long response, or encounter misspelled words; when this happens, practice kindness and forgiveness as you would hope someone would do if you had committed the same offense.

Adapted from [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) [\(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html) Shea, V. (1994). Core rules of netiquette. *Netiquette* (Online ed., pp. 32-45). San Francisco: Albion Books.

This syllabus is not a contract. It is a guide and may be changed by the professor at any time without prior notice.

How do the Course Goals connect to Modules and course assignments?

table contents are course goals, module goals, and course assignments











Course Objective	Module Objective	Assignments
1. Know how to survive the coming Zombie Apocalypse	(M3) Think critically about how zombie media relate to our everyday world and the communication in it.	(M3) Blog- The Others
	(M1-5) Instruct others on how to survive the zombie as a cultural figure.	(M1-5)Survivors Blog- How to survive the Zombie Apocalypse
	(M1-5) Completing the readings and viewings	(M1)- Assessment-Quiz (M2)- Assessment Quiz (M3)- Assessment- Quiz (M4)- Assessment- Quiz (M5- Assessment- Quiz
2. Recognize the <u>influence of</u>	(M1) Assess early	(M1) Discussion- Zombie Origins












<p><u>messages</u> by reflecting critically on the specific social and political issues surrounding discourses deploying Zombies</p>	<p>cinematic presentations of zombies.</p> <p>(M1) Synthesize these ideas into a coherent proposition through writing.</p>	
	<p>(M3) Identify the differences between Romero's filmmaking and other filmmakers in the two most successful zombie film franchises.</p> <p>(M3) Examine how zombie films play on and effect our social anxieties concerning fear, the family, and other issues.</p> <p>(M3) Reflect critically on the specific social and political issues surrounding discourses deploying Zombies.</p>	<p>(M3) Discussion- Fast or Slow?</p>
<p>3. <u>Apply communication theories</u>, perspectives, principles, and concepts</p>	<p>(M3) Identify communication theories, perspectives, principles, and concepts</p>	<p>(M3) Blog- The Others</p>
	<p>(M4) Track the Walking Dead across different media</p> <p>(M4) Apply theory and concepts about the family to <i>The Walking Dead</i>.</p>	<p>(M4) Discussion- The Post-Apocalyptic Family</p>
<p>4. Engage in <u>communication inquiry</u> by formulating your</p>	<p>(M4) Engage in communication inquiry by proposing your own</p>	<p>(M4) Blog- Threats</p>

own argument regarding the social prevalence of the Zombie as cultural figure	argument regarding the social prevalence of the Zombie as cultural figure	
	(M5) Reflect critically on the specific social and political issues surrounding discourses deploying Zombies	(M5) Blog- Last Entry
5. Demonstrate the ability to be <u>culturally self-aware</u>	(M1) Identify what a zombie is.	(M1) Blog- What is a Zombie?
	(M2) Identify Romero's major films. (M2) Identify significant themes in those films.	(M2) Discussion 1- Watching Romero, Reading Society
	(M2) Connect zombies and survivors in the films to social, cultural, and political referents	(M2) Blog: Survivors
	(M5) Assess different comedic presentations of the Zombie (M5) Compare the comedic zombie with the horror zombie. (M5) Examine how Zomedies have a different role that they play in social and political culture.	(M5) Discussion- The Romantic Comedy Zombie and You

Course Summary

Course Summary:

Date	Details	Due
Tue Jun 7, 2022	 <u>Start: Assignment My Favorite Zombie</u> (https://unt.instructure.com/courses/69175/assignments/1421982)	due by 11:59pm
	 <u>Start: Confirmation of Start Here Completion</u> (https://unt.instructure.com/courses/69175/assignments/1421969)	due by 11:59pm
	 <u>Start: Discussion- Introduce Yourself</u> (https://unt.instructure.com/courses/69175/assignments/1421971)	due by 11:59pm
Sat Jun 11, 2022	 <u>M1: Assessment</u> (https://unt.instructure.com/courses/69175/assignments/1421970)	due by 11:59pm
	 <u>M1: Discussion</u> (https://unt.instructure.com/courses/69175/assignments/1421972)	due by 11:59pm
Sun Jun 12, 2022	 <u>M1: Discussion</u> (https://unt.instructure.com/courses/69175/assignments/1421970) (1 student)	due by 11:59pm
Mon Jun 13, 2022	 <u>M1: Assignment</u> (https://unt.instructure.com/courses/69175/assignments/1421977)	due by 11:59pm
Wed Jun 15, 2022	 <u>M1: Assessment</u> (https://unt.instructure.com/courses/69175/assignments/1421970) (1 student)	due by 11:59pm
	 <u>M1: Assignment</u> (https://unt.instructure.com/courses/69175/assignments/1421970) (1 student)	due by 11:59pm
Sat Jun 18, 2022	 <u>M2: Assessment</u> (https://unt.instructure.com/courses/69175/assignments/1421968)	due by 11:59pm

Date	Details	Due
	 <u>M2: Discussion</u> (https://unt.instructure.com/courses/69175/assignments/1421973)	due by 11:59pm
Mon Jun 20, 2022	 <u>M2: Assignment</u> (https://unt.instructure.com/courses/69175/assignments/1421978)	due by 11:59pm
Wed Jun 22, 2022	 <u>Module 3: Discussion</u> (https://unt.instructure.com/courses/69175/assignments/1421974)	due by 11:59pm
Sat Jun 25, 2022	 <u>M3: Assessment</u> (https://unt.instructure.com/courses/69175/assignments/1421966)	due by 11:59pm
Mon Jun 27, 2022	 <u>M3: Assignment</u> (https://unt.instructure.com/courses/69175/assignments/1421979)	due by 11:59pm
Wed Jun 29, 2022	 <u>M4: Discussion</u> (https://unt.instructure.com/courses/69175/assignments/1421975)	due by 11:59pm
Sat Jul 2, 2022	 <u>M4: Assessment</u> (https://unt.instructure.com/courses/69175/assignments/1421967)	due by 11:59pm
Mon Jul 4, 2022	 <u>M4: Assignment</u> (https://unt.instructure.com/courses/69175/assignments/1421980)	due by 11:59pm
Wed Jul 6, 2022	 <u>M4: Discussion</u> (https://unt.instructure.com/courses/69175/assignments/1421976)	due by 11:59pm
Fri Jul 8, 2022	 <u>M5: Blog: Last Entry (?)</u> (https://unt.instructure.com/courses/69175/assignments/1421981)	due by 11pm
	 <u>M5: Assessment</u> (https://unt.instructure.com/courses/69175/assignments/1421965)	due by 11:59pm