

**COM 320 Module One Journal Guidelines and Rubric**

**Overview:** In this course, the journal will be used for reflection. **Journal activities in this course are private between you and the instructor.** For this journal task, you will locate and review commercial advertisements for the absence or presence of cultural stereotypes and/or generalizations in order to critically assess the potential for media bias.

**Prompt:** Review Chapters 1 and 2 in your textbook and then locate two advertisements that use culture within their message. You may use the examples offered in the video resources listed in this module’s resources (Group A or Group B), or you may seek out other 30-second video examples. One of your examples should demonstrate cultural bias (e.g., stereotypes, generalizations, negative representation), and one should promote a more positive image. Next, in a three-to four-paragraph journal entry, address the following:

- **Messages:** How are these two advertisements different in the way they present culture to the audiences? What stereotypes or generalizations drive the first message, and what potential biases might the second message be aiming to dispel? Use examples from the videos to support your discussion.
- **Challenges:** In what ways do these messages pose challenges to the viewers?
- **Improvements:** How can a message be improved or strengthened?
- **Intercultural Competency/Media Literacy:** How has this activity informed your own intercultural competency and media literacy?
- **Cultural Sensitivity:** Be sure to use cultural sensitivity as you write about these topics.

**Rubric**

**Guidelines for Submission:** Your journal entry should be three to four paragraphs long.

Critical Elements	Proficient (100%)	Needs Improvement (75%)	Not Evident (0%)	Value
<b>Messages</b>	Discusses how the advertisements differ in the way they present culture to the audiences, and provides examples from videos to support discussion	Discusses how the advertisements differ in the way they present culture to the audiences, but does not provide examples from videos to support discussion	Does not discuss how the advertisements differ in the way they present culture to the audiences	18
<b>Challenges</b>	Discusses the ways the messages pose challenges to viewers	Discusses the ways the messages pose challenges to viewers, but discussion is cursory or lacking in detail	Does not discuss the ways the messages pose challenges to viewers	18
<b>Improvements</b>	Discusses how the message can be improved or strengthened	Discusses how the message can be improved or strengthened, but discussion is cursory	Does not discuss how the message can be improved or strengthened	18

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<b>Intercultural Competency/Media Literacy</b>	Discusses how the activity has informed one's intercultural competency and media literacy	Discusses how the activity has informed one's intercultural competency and media literacy, but discussion is cursory or lacking in detail	Does not discuss how the activity has informed one's intercultural competency and media literacy	18
<b>Cultural Sensitivity</b>	Uses cultural sensitivity when assessing the media messages	Minimally uses cultural sensitivity when assessing the media messages	Does not use cultural sensitivity when assessing the media messages	18
<b>Articulation of Response</b>	Journal entry is free of errors in organization and grammar	Journal entry contains errors of organization and grammar, but they are limited enough that entry can be understood	Journal entry contains errors of organization and grammar that make the journal difficult to understand	10
<b>Total</b>				<b>100%</b>