

LMC 2400: Introduction to Media Studies
Dr. Kylie Petrovich
Fall 2026



Section: A
Time: MW 3:30-4:45 PM
Credits: 3 credits

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Office Hours: TR 1:00 PM-2:00 PM or by appointment! (Zoom available)

Core Area/Attributes: This is a Core IMPACTS course that is part of the Humanities area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas.

This course will help master course content, and support students' broad academic and career goals. This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?
- Completion of this course should enable students to meet the following Learning Outcome:
- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following

Career-Ready Competencies:

Ethical Reasoning; Information Literacy; Intercultural Competence

Course Description

This course offers an introduction to media studies by examining how different forms of media shape the ways we understand culture, identity, power, and everyday life. Moving across print, visual culture, film, television, popular culture, digital media, and emerging technologies, we will explore how media both reflects and influences the societies that produce it. Rather than viewing media as simple forms of entertainment or communication, we will consider how media creates meaning, constructs identities, reinforces or challenges social values, and participates in larger cultural conversations.

Beginning with foundational theories of media and representation, we will examine how images and texts communicate meaning beyond their surface appearances. We will then explore film and visual culture through questions of spectatorship, representation, and ideology, considering how cinematic techniques shape our understanding of race, gender, class, and identity. Through television, news media, and popular culture, we will investigate how media industries produce cultural narratives and how audiences negotiate and reinterpret those messages.

Course Learning Outcomes

1. Students will learn to analyze and interpret works of film, literature, and new media.
2. Students will learn how to apply a variety of social, political, and philosophical theories.
3. Students will learn the traditions and conventions of various forms media.
4. Students will become familiar with the way historical and cultural forces shape media production.
5. Students will be able to organize and express information clearly and accurately

Required Texts and Resources:

All readings will be provided to you on Canvas.

Required Films:

All required films will be streamed in class or available on free online platforms.

Projects and Assignments— Note that these are just brief descriptions; the full assignments will be posted on Canvas. (Total possible points in the course: 1,000 points)
Due Dates for all assignments can be found on the course schedule.

The Journal (100 points): You will each keep a personal blog on Canvas. You must complete ten blog posts throughout the semester. You may write about any reading or class activities/discussions that took place that week. These are due each Sunday night.

Media Remix Project (150 Points): For this multimodal project, you will transform an existing media artifact into a different medium or format. You might turn a film scene into a podcast, an advertisement into a social media campaign, a news story into an infographic, or a song into a visual narrative. Your project should demonstrate how changing the medium can change the meaning, audience, and rhetorical impact of the original.

Alternative Media Analysis (200 Points): For this project, you will analyze an example of alternative or independent media and consider how it differs from mainstream media. You will examine how the media artifact represents its subject, addresses its audience, and uses its particular medium to communicate ideas. Your analysis will draw on concepts and theories from the course to make an argument about the role and impact of alternative media.

Collaborative Assignment (300 Points)—The Media Exhibition: Working in groups, you will curate a multimedia exhibition exploring a significant issue, theme, or question related to media and culture. Your exhibition will bring together a variety of media artifacts and research to create a cohesive argument for a public audience. Groups will design and present their exhibitions during the final week of the semester.

Digital Scrapbook (150 points): In lieu of a final exam, you will compose an individual digital scrapbook that illustrates a selection of your best work from the class this semester. Scrapbooks are due by your final exam time.

Class Participation (100 points): Your participation grade reflects your overall engagement in the course and will be the average of your two self-assessments and my assessment. Participation includes: in-class discussion & engagement (arriving prepared, contributing thoughtfully, participating in small groups, and engaging respectfully with peers and course materials), peer workshops (bringing required drafts, giving constructive feedback, participating fully in partner/group activities, and using workshop guidelines), and professional classroom presence (consistent attendance, punctuality, appropriate technology use, and respectful conduct).

Grades for this course, including the final grade, will adhere to the following scale:

- A: 90% -100%
- B: 80% -89%
- C: 70% -79%
- D: 60% -69%
- F: 59% or below

Attendance

This is a discussion-based class; therefore, attendance and participation are essential to success. Because of this, you are expected to attend class in person. Not attending a scheduled class session in-person results in an absence.

There may be times when you cannot or should not attend class, such as if you are not feeling well, have an interview, or have family responsibilities. Therefore, this course allows a specified number of absences without penalty, regardless of reason. After that, penalties accrue.

Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students).

Communication is crucial in this class. If you alert me of your absence, I will work with you to figure out how you can best make up any missed work. You may miss a total of four (4) classes over the course of the semester without penalty. Each additional absence after the allotted number deducts 10 points from your final grade.

* Absences do not excuse you from due dates; due dates for each major assignment, homework, and workshop are marked on the course schedule.

Late Work

For each day that passes after a due date, five points per day will be deducted from your final grade on said project. If you feel like you will not make a deadline, you may always request an extension, but you must communicate with me to discuss a feasible path for you going forward with your work and our course.

Revisions

I will always permit you to revise your work as long as you communicate with me about it.

Sensitive Material

Some of the films assigned in this class contain sensitive material in terms of sexuality and violence. If you have any concerns about content throughout the semester, please speak to me as soon as possible so that we can discuss alternative options.

Use of Generative AI

This course is about growing in your ability to write, communicate, and think critically. Generative AI agents such as ChatGPT, DALL-E 2, and others present great opportunities for learning and for communicating. However, AI cannot learn or communicate for you, and so cannot meet the course requirements for you.

In this course, using generative AI tools in the work of the course (including assignments, discussions, ungraded work, etc.) is allowed only in instances specified by your instructor.

As with any technology, generative AI tools need to be used critically and according to academic and professional expectations. Thus, in instances in which your instructor allows generative AI tool use, you are expected to adhere to these principles:

- **Responsibility:** You are responsible for the work you submit. In instances in which your instructor allows generative AI tool use, this means that any work you submit should be your own, with any AI assistance appropriately disclosed (see “Transparency” below) and any AI-generated content appropriately cited (see “Documentation” below). This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct.
- **Transparency:** Any generative AI tools you use in the work of the course should be clearly acknowledged as indicated by the instructor. This work includes not only when you use content directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes).
- **Documentation:** You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people.

Using generative AI tools at times not allowed by the instructor will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity. Likewise, using generative AI tools in the course without adhering to these principles will be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

Classroom Etiquette

We're all adults, and I expect you to always treat each other and me with respect. Here are a few suggestions:

- Turn off any distracting technology (iPads, cellphones, laptops, etc.) You may keep your cell phone on vibrate, but please keep it in your pocket or backpack. If you must have your cellphone out for emergency reasons, please speak to me before class.
- Laptops may be used to take notes or work during class, but please do not use them for any other purposes during class! I reserve the right to ask everyone to put their computers away. If you must have your laptop due to an accommodation, please speak with me.
- I expect you to pay attention, listen to me and your classmates, and follow directions.
- Class discussions are an integral part of this course, so I expect you to listen and respond.
- Try your best to get to class on time. I know it's tough to find parking and sometimes life just happens but try your best!
- When we conduct our workshops, I expect you to give your peers constructive, respectful feedback.
- When you get to class, be prepared: always bring your notes, works we are reading (on laptop is fine), and a pen/pencil and paper.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Syllabus Modifications

This syllabus may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.

Course Completion

Failure to complete any component of the course, including projects, assignments, and stages of projects or assignments, may result in failure of the course, as determined by the instructor of the course.