



Course Syllabus

EDTC 5190.01 COURSE NUMBER AND SECTION	Julie Smith INSTRUCTOR	julnsmith@hotmail.com E-MAIL ADDRESS
Topics in Classroom Media: Media Literacy COURSE TITLE	Spring 2005 TERM	2 CREDIT HOURS
Thursdays, 5:00-8:00 WEBH SITE		

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course will introduce you to the concept of media literacy, which is a critical thinking skill that helps analyze, critique and evaluate the thousands of media messages we receive daily. Students in Canada and Great Britain are required to take actual "media literacy" courses in high school, but the movement here in the United States is just beginning. This course will teach you how to implement media literacy-related lesson plans into your classroom, regardless of the ages or ability levels of your students. Our focuses will be on television, advertising, the internet, mass culture and the news industry.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Goals of this course include the ability to use media literacy methods to increase interest in your classroom and diversity in your lesson plans. A teacher aware of the media and their influences will help his/her students become aware as well. Each member of the class will also keep a weblog to record personal media exposure during the week.

MoSTEP Standards:

- 3d. Connects instruction to student's prior experiences & culture: our students are surrounded by the mass media
- 4b. Creates lessons and activities that recognize the individual needs, provides variances in learning styles: lessons including television and the mass media are high interest for the students
- 5a. Selects alternative teaching strategies, materials and technology
- 5b. Engages students in active learning
- 7c. Supports and expands learner expression in speaking, writing, listening and other media

SOE Goals:

- 2.1 The informed instructor designs curriculum based on students' prior knowledge, learning styles, strengths and needs;
- 2.3 The informed instructor uses a variety of communication modes, media and technology to support student learning;
- 3.4 The reflective collaborator initiates change that benefits students and their families
- 4.2 The responsive educator adapts instruction to the learner's knowledge, ability and background experience

SOE Dispositions:

- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection
- 3.5 Affects change with courage and confidence

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1: Jan 13	Lecture:	Introduction to Media Literacy
	Text:	Gitlin, Chp 1; Kilbourne, Chps 1 & 2
	Discussion:	Class weblog; Gitlin & Kilbourne http://www.groups.yahoo.com/group/EDTC5190
Week 2: Jan 20	Lecture:	History of Media Literacy Pervasiveness of Television
	Text:	Articles from Week 1
	Discussion:	Weblog, websites
	Assignment:	Television-related lesson plan presentation
Week 3: Jan 27	Lecture:	Media as Entertainment or Information? Cultivation Theory
	Text:	Gitlin, Chp 2; Kilbourne Chps 5 & 6
	Discussion:	Gitlin, Kilbourne
	Assignment:	Improved television-related lesson plan
Week 4: Feb 3	Lecture:	Advertising
	Text:	Gitlin, Chp 3
	Discussion:	Gitlin, how our students are affected by advertising
	Films:	"Frontline: The Merchants of Cool"
	Assignment:	Bring one fashion or news magazine to class. Presentation of advertising-related lesson plans.
Week 5: Feb 10	Lecture:	The News Media Media and the Political Process, emphasis on the visual
	Text:	Articles from Week 4
	Discussion:	Weblog, our own news experiences
	Films:	Oprah "How We Can Change the News", "News Media Under Fire"
	Assignment:	Presentation of one news-related lesson plan
Week 6: Feb 17	Lecture:	Media and Addiction
	Text:	Kilbourne Chps 7 & 8
	Discussion:	Kilbourne, alcohol ads, cigarette advertising Websites
	Assignment:	Presentation of drug-related advertising lesson plan

Text(s): Mader, Jerry. *Four Arguments for the Elimination of Television*, Quill, New York, 1978.

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. Penguin Books, 1985.

Supplemental Readings: given in class as directed

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
 - a) Four written assignments: 20%
 - b) Examination: 30%
 - c) Class presentations of lesson plans: 30%
 - d) Class participation: 20%

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

7. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be returned during the last meeting period.
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
- Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.