

Capstone Fall 2012 - Media Literacy

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Mondays and Wednesdays: September 24-November 28, 12:45-2:35 – Extended Studies Building 291

Office hours: I am available before and after class; please contact me to make an appointment

Welcome to Media Literacy: Navigating the Making of Meaning. This is a senior Capstone. All Capstones share three important features:

- Classes include an interdisciplinary group of students.
- Students use their skills and understanding from University Studies and their major to address a real community issue. In this class students will present to middle and high school aged students to help them explore popular media and advertising.
- Students produce a final project describing and reflecting on their community based learning.

In addition, please note:

- The following are potential sites for presentations: The Africa House, Donald E. Long Juvenile Justice Center, Sellwood Middle School, Village Free School, Creative Science School, Portland Youth Builders, and Riverdale High School.
- The presentations will most likely occur outside of regularly scheduled class time.
- Working with community partners can be satisfying and frustrating. Community partners are happy to host PSU students and value their presentations. However, your presentations are not the community partner's number one priority. Students who get the most out of the experience have an open mind and are flexible.

The goals of the class include:

- Individually and in groups investigate popular media and advertising; including the effect they have on individuals, their relationships, and their environments.
- Students will practice effective presentation methods in preparation for their community based learning.
- Students will do two one hour presentation on the influence of media on individuals, their relationships, and their environments. Before presenting students will contact their assigned community partners to discuss presentations and finalize presentation dates and times.
- Students will create a final project that describes their presentation, reflects on their community based learning experience, addresses the key components of University Studies, and describes what they learned about themselves and those served in their community based learning experience. Plus students will prepare digital documents of their lessons and other materials for the Media Literacy Capstone website.

The engagement in media literacy concepts, the development and implementation of presentations, and the enhancement of the Media Literacy Capstone website meets a number of University Studies goals. They include:

- Addressing the key components of communication, critical thinking, ethics and social responsibility, and the diversity of human experience.

- Build upon and expand our understanding of media (UNST Critical Thinking)
- Be knowledgeable of and develop strategies for analysis of media (UNST Critical Thinking)
- Understand the social and cultural roles of media (UNST Social Responsibility)
- Be knowledgeable about the power of representation in the media (UNST Diversity)
- Practice effective presentation methods for a variety of audiences (UNST Communication)
- Use a discipline specific perspective to create a personal orientation for media understanding
- Accept criticism, listen to classmate's viewpoints, be flexible and tolerant of others, and participate in discussions with reasoned facts and opinions

Design of the course: The first seven weeks of class are designed to help students prepare for their community based learning presentations, create materials and presentation plans, and to work with the community partners. Eventually, students will work with their classmates and their community partners to complete their community based learning and projects.

Attendance is essential. Students who have a habit of missing class or cannot complete their community based learning outside of class time should find another Capstone.

Individual Assignments will be written and based on readings, films, and classroom experiences. These written responses and the follow up discussions are requirements to prepare for your community based learning and the final project.

Group Work: Class activities, presentations, the community based presentations, and the final project will be done with a partner or partners.

Assessment and Evaluation

- Students are expected to follow the PSU's "Student Conduct Code."
- Effort, analysis, understanding, quality, and timeliness on assignments, homework, projects, presentations, discussions, and papers.
- Participation: Students are assigned to participate in various ways; in each class students will be assessed on their participation. The class activities and assignments are designed to help students understand the concepts; therefore attending class is an important step in the preparation for the community based learning. Untimely computer and phone use, arriving late, and missing class will have a negative effect on grades.

Students who miss class will need to schedule a meeting with me to discuss the class and make up essential assignments. Students who miss the equivalent of two classes will need to get my approval to take part in community based learning.

To earn an A:

- Attend every class session and be on time
- Complete all assignments on time and produce work that meets assigned expectations
- Actively participate in discussion, activities, and group projects and group meetings
- Complete your community based learning and complete the final project.

To earn a B, C, or D:

- Attend class and be on time
- Complete a reasonable number of assignments (I will let you know if you are not

- meeting expectations.) at an acceptable level
- Actively participate in discussion, activities, and group projects and group meetings
- Complete your community based learning and your final project.

Class Schedule: All readings and assignments, except where indicated, are linked on D2L. All films are available online and on reserve at the PSU Library.

Monday, September 24: Theme: Getting started, getting acquainted; Mediums, Media, and Media Literacy

Wednesday, September 26: Theme: The Public Interest Standard and Social Media
Due:

- Reading/Film Response to "A Brief History of the Public Interest Standard" by Carrie McLaren
- Reading/Film Response to the film *The Machine is Changing Us*
- Look over the D2L site; then write me an email, at oldani@pdx.edu to let me know the thoughts and questions you have about the class and D2L.

Monday, October 1: Theme: Persuasion

Due:

- One Reading/Film Response to both: *The Persuaders* parts 1 through 4 and *Rory Sullivan: Life Lessons from an Ad Man*.
- Bring in a copy of a print ad that you find creative, provocative, or interesting

Wednesday, October 3: Theme: Persuasion and Politics

Due:

- Reading/Film Response: *The Persuaders* parts 5 and 6
- With your partner(s) select a print or TV/Internet political ad. Prepare a brief presentation on the values promoted in the ad, the target audience, and how the ad maker expects to persuade his/her audience

Monday, October 8: Theme: The social and political role of advertising in our society

Due:

- Reading/Film Response: "On Advertising" an interview with Sut Jhally and James Twitchell

Wednesday, October 10: Theme: First presentation and effective communications strategies

Due:

- Teach the class the task assigned to your group

Monday, October 15: Theme Masculinity; Video Games

Due:

- Reading/Film Response: *Hip Hop: Beyond Beats and Rhymes* **OR** Reading/Film Response to "Men's Lib" by Andrew Romano and Tony Dokoupil
- Watch and read the following: Film *Gabe Zichermann: How games make kids smarter*; the reading "In-game Advertising"; and the reading "Playing Highly Competitive Video Games May Lead to Aggressive Behavior." In writing, develop a list of pros and cons related to video games and youth, also develop three questions for discussion.
- Self and partner evaluation of your first presentation

Wednesday, October 17: Body image

Due:

- Reading/Film Response: *Killing Us Softly 4* OR Reading/Film Response to these two articles: "Female Body Image and the Mass Media: Perspectives on How Women Internalize the Ideal Beauty Standard" by Kasey L. Serdar and "Do thin models warp girls' body image?" by Nanci Hellmich

Monday, October 22: American Teens, popular media, and advertising;

Due:

- Reading/Film Response: *The Merchants of Cool*
- Choose partners for community based learning and final project

Wednesday, October 24: Conferences and plan Second Presentation

- Instead of regular class, confer individually with Oldani at assigned time to discuss the class, grades, and final project. This time is also set-aside for partners to plan their second presentation.

Monday, October 29: Theme: Second Presentation

Due:

- **The Second Presentation must be satisfactorily completed:**

Wednesday, October 31: Theme: Approaches to teaching media literacy

Due:

- **MUST BE COMPLETED TO PASS THE CLASS. BRING A COPY OF each ARTICLE TO CLASS** Response to **each** article: What are the 5 to 7 most important things you learned about teaching media literacy from **each** article: "Approaches to teaching media literacy", by Donna Alvermann **and** "Can't Buy Me Love" by Linda Christiansen.
- Written group/self-evaluation of your second presentation experience.

Monday, November 5: No formal class Work on final project

This time set aside for partners to work on the draft of the presentation plan and the final project

Wednesday, November 7: Theme: Share presentation ideas and get feedback

Partners will present their lesson ideas in small groups to get feedback and support.

Thursday, November 8-Tuesday, November 27: Complete community based learning and work on your final project (All of our community based learning sites are closed November 12 and the week of November 21.).

On the following class dates I will be available to meet with students to discuss their community based learning and final projects:

November 14, 19, 21, and 26- No formal class. Time is set aside to meet with partners and Oldani to discuss and prepare for community based learning and the final project. I am also available to meet by appointment.

Wednesday, November 28 - Final class meeting:

Theme: Final discussion about the class and what was learned from working with a community partner

Due and completed:

- To be completed with your partner(s): Final project sent over email or put in drop box on d2l
- To be completed individually: Self, partner(s), and class evaluation (In an effort to make the class better I would like to know what worked and what didn't in class. Please answer these questions honestly; your choice to respond or not respond to the class evaluation question will not influence your grade.)

Required Reading/Film response (One + pages): This a guide for responses to **most** readings and films. Read the syllabus carefully, sometimes another type of response is assigned. **Typically, films and articles about media generally are out of date when they are published. Remember that as you watch and read.**

- Bring a hard copy of the assigned responses on the due date.
- Bring a copy of all assigned readings.
- List three concepts students should know about the issue covered in the film or reading. Of the three name one concept that needs updating. Explain how you would update it.
- List 1 question you would like to discuss with middle or high school students.
- List the most important values of this/these filmmaker/s or author/s. Which do you agree with/disagree with?
- In one paragraph describe how you would prepare middle or high school students to read the article or watch the film.