

University of Alaska, Fairbanks
School of Education
“Preparing professional educators who are culturally responsive, effective practitioners”
ED486OW: Media Literacy
3 Credits – Writing and Oral Intensive

Website: <http://classes.uaf.edu>

REQUIRED READINGS:

Potter, W. James (2014) Media Literacy 7th Edition ISBN: 9781483306674

New Mexico Media Literacy Project – Media Literacy Area
http://www.nmmlp.org/media_literacy/index.html

Book Share: Choose one to review or submit the title of another for instructor approval

Click on book title for description:

- [**I Know Who You Are & I Saw What You Did: Social Networks and the Death of Privacy \(2012\)**](#) by Lori Andrews
- [**It's Complicated: The Social Lives of Networked Teens \(2014\)**](#) by danah boyd
- [**The Shallows: What the Internet is Doing to Our Brains \(2011\)**](#) by Nicolas Carr
- [**The Glass Cage: Automation and Us \(2014\)**](#) by Nicolas Carr
- [**The Influencing Machine \(2012\)**](#) by Brook Gladstone

GRADING

All assignments **MUST** be completed and turned in **ON TIME**. Rubrics will be provided for all assignments. All responses will be assessed in relation to **depth, thoughtfulness, clarity and quality**. Although UAF does give instructors the option to use +/- grades, I will not use those additional marks in determining your final grade. **All work may be submitted 72 hours before the due date for narrative feedback intended to strengthen the final submission.**

A = 90+% **B= 80+%** **C=70+%** **D=60+%**

Chapter Overviews including Oral Presentation:	35%	(Written/Oral weighted equally)
Book Share/Media Blog including Oral Presentation:	15%	(Written/Oral weighted equally)
Deconstructing Media Research/Media Blog:	15%	(Written)
Media Diary		
• Media Diary Analysis		Writing – First ungraded assignment
• Oral Presentation		Oral – First ungraded assignment
Media Literacy Unit Project including Oral Presentation:	35%	(Written 80% Oral 20%)

REQUIRED ACTIVITIES:

Written Submissions

All written work (peer responses, presentation slides, blog submissions, discussion board submissions, etc.) submitted by students will be evaluated based on the framework below plus assignment specific criteria provided on individual assignment rubrics. **All work may be submitted 72 hours before the due date for narrative feedback intended to strengthen the final submission.**

Score **100-85**

85-70

70 below

presentation. Rubrics will be provided. Students may also receive feedback through the Formative Oral Presentation Rubric used during the Elementary Internship Year (see below). ED486 students are expected to gain confidence and ease with sharing information with groups as the class progresses. **All presentations may be submitted 72 hours before the due date for narrative feedback intended to strengthen the final submission.**

Elementary Program Formative Oral Presentation Rubric

Criteria	Target	Acceptable	Unacceptable
<p>Style: Engagement and vigor (holding audience's attention) Confidence of manner Responsiveness to audience's questions Spontaneity (sparing use of notes, no reading unless appropriate or required for understanding) Ability to foster collaborative communication in the classroom Ability to respond appropriately to verbal and non-verbal communication differences based on cultural differences among students and/or classroom contexts.</p>			

48-Hour Media Diary (Written/Oral Presentation):

This assignment will be first written and oral presentation due and will be “ungraded.” Students will be given narrative feedback along with a letter grade that will not count towards the overall grade for the class, but will allow students to learn the instructor’s expectations and allow the instructor to conduct an initial assessments of students strengths and challenges in writing and oral presentation.

ED486 students will keep note of their media use for one week day and one weekend day. What types of media do you use most often: newspapers, CDs, DVDs, books, the Web, email, MP3s, television, etc? What are you using it for? This is a start of noticing your personal use of media. This assignment will have two parts –

- Part One:** Collect written data for two days - one weekday and one weekend day.
- Part Two:** Write a 700+word post on your Blackboard wiki about your media use. Assignment guidelines and rubric will be provided in class.
- Part Three:** Prepare a 5-7 minute oral presentation about the insights gained through this assignment to be shared with the class.

Chapter Overviews (Written/Oral Presentation):

Collaborating in small groups, students will prepare an individual 5-10 minute overview of an assigned chapter “jigsaw” section including key concepts from the chapter and important connections ([Text-to-Text](#), [Text-to-Self](#), [Text-to-World](#)). The chapter jigsaw overviews must be presented with visual support through presentation slides or other media format as approved by the instructor.

Deconstructing Media (Written Assignment):

As teachers of media literacy, we need to help students learn to view and interact with media critically. The **Deconstructing Media** area of the New Mexico Media Project will guide us in evaluating the media that we interact with on a monthly basis. Please see

http://www.nmmlp.org/media_literacy/deconstructing_media.html

ED486 students will NOTICE their interaction with 3 different media: television programs, magazines, advertisements, radio, CDs, movies, video games, commercials, blogs, podcasts, etc. in any medium, both print and electronic. Students will complete 3 posts on their Blackboard wiki page - one monthly for each media. Each post must describe the piece of media in detail, including the context for viewing (about 1 paragraph) and response to **7 questions listed on the Deconstructing Media site:** http://www.nmmlp.org/media_literacy/deconstructing_media.html After posting, each ED486 student will provide feedback to two peers by commenting on peer media blogs.

Book Share (Written/Oral Presentations):

Making connections to what we read is critical for comprehension, and actively learning about the media saturated culture in which we live is important for teachers to gain insights that lead to the development of engaging lessons that connect with the experiences of children. ED486 students will:

- choose a book published in the last 5 years from a suggested list. Students may read a book that is not on the suggested list with instructor approval.
- s (5-and in writing on their Blackbo21:gge wiki about the book. Students must sh21:gges brief summ21:gge-7(y)20()-10(a)4(s)-1(w)2(e)4(l)-2(l)-2-.as three n m21:gd(s)-.as they read the book:ext to Self, Text to Text and Text to World. See <http://tinyurl.com/TextConnections> for more details. Expectations for writing and oral presentations as described abov(s)-.wib(s)-.the basis for the final gr21:gd(s)-.of this assignment.
- respond to questions from class members and the instructor.

Media Literacy Unit (Written/Oral Presentation):

