Course Description and Valued Ends:
This course focuses on understanding media and associated freedoms of expression and the press for learning, teaching, and public pedagogy. Media studies is a dynamic discipline tailored to exploring youth, culture, and education through concepts or techniques such as articulation, framing, regulation, remediation, representation, and transcoding. In addition to understanding media and the process of meaning-making, media studies also focuses on making and managing media across formats, creative expression, and civic engagement. Making minimal distinction among (the) media of, on, and in education, the course provides a survey of media studies and new media with an emphasis on media education and literacy. Media education and literacy are among the most relevant challenges to “official” knowledge and represent key movements in the sociology of curriculum. Hence, this course balances practice with ethical, legal, and theoretical aspects and emphasizes the design of curriculum and courses for teaching media studies and for integrating media literacy across the curriculum.

Professor: Dr. Stephen Petrina
Office: Scarfe 2331
Phone: 822-5325

Course Aims & Objectives
1. Map media studies and explore its key concepts and techniques.
2. Analyze the convergence of media and education through theoretical framings, legal interpretation and techniques of new media analysis (image, text, sound).
3. Provide a rationale for media education and literacy at all levels—elementary, middle school, high school and adult.
5. Evaluate media education instructional materials and recommend appropriate revisions.
6. Design and select appropriate materials and resources for media education courses.
7. Design curriculum that incorporates and remediates a variety of new media, including image, text, and sound.
**Required Text:**
1. Media Studies (Across the Curriculum) Readings.

**Special Supplies Needed:**
1. Flash drive / memory stick (2 – 16 gig)

**Assessment (see details below):**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (20%)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Puppet Theater (20%)</td>
<td>July</td>
</tr>
<tr>
<td>Proposal for a BAA Media Education Course (30%)</td>
<td>18 July</td>
</tr>
<tr>
<td>Media Study Guide (35%)</td>
<td>21 July</td>
</tr>
</tbody>
</table>

**Operational Definition of Letter Grade Categories**

*(EDCP, Revised, June 1996)*

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Sample Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Work of outstanding quality. Demonstrates excellent comprehension of the subject and use of existing literature and research. Consistently applies a high level of critical scrutiny to texts and discussions. Frequently articulates innovative ideas based on a broad background. Shows a high degree of personal engagement with the topic. Consistently integrates broad orientations towards curriculum with particular lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Work of good quality with no major weaknesses. Demonstrates good comprehension of the subject. Is able on occasion to articulate original critical insights. Good use of existing knowledge in the subject. Shows personal involvement in the work. Understands the relationships among broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Adequate work. Fair comprehension of the subject. Shows few original critical insights. Background knowledge may have significant deficits. Minimal personal involvement in the work. Inconsistently integrates broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>Work of good quality with no major weaknesses. Demonstrates good comprehension of the subject. Is able on occasion to articulate original critical insights. Good use of existing knowledge in the subject. Shows personal involvement in the work. Understands the relationships among broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>Adequate work. Fair comprehension of the subject. Shows few original critical insights. Background knowledge may have significant deficits. Minimal personal involvement in the work. Inconsistently integrates broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>Adequate work. Fair comprehension of the subject. Shows few original critical insights. Background knowledge may have significant deficits. Minimal personal involvement in the work. Inconsistently integrates broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>Adequate work. Fair comprehension of the subject. Shows few original critical insights. Background knowledge may have significant deficits. Minimal personal involvement in the work. Inconsistently integrates broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>Adequate work. Fair comprehension of the subject. Shows few original critical insights. Background knowledge may have significant deficits. Minimal personal involvement in the work. Inconsistently integrates broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>Adequate work. Fair comprehension of the subject. Shows few original critical insights. Background knowledge may have significant deficits. Minimal personal involvement in the work. Inconsistently integrates broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Minimally adequate work, barely at a passing level. Serious flaws or deficits in understanding. Unable to integrate broad curriculum orientations, lesson objectives and instruction and assessment strategies.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance.</td>
</tr>
</tbody>
</table>

- **Academic Honesty and Standards, and Academic Freedom:** Please refer to *UBC Calendar 2011/12*
- **Policies and Regulations (Selected):** [http://www.students.ubc.ca/calendar](http://www.students.ubc.ca/calendar)
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 [www.universitycounsel.ubc.ca/policies/policy73.pdf](http://www.universitycounsel.ubc.ca/policies/policy73.pdf)).
## EDCP 481 Course Schedule & Readings:
Each class generally consists of activities, readings, video analysis, and discussion. Readings for each day include a balance of activities, often supplemented by image and sound resources.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Readings &amp; Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>#1-2</td>
<td>Course Intro</td>
<td>Course introduction, Media Studies Mapping &amp; Definitions, Questionnaires</td>
</tr>
<tr>
<td>2 July</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Day 2</td>
<td>#1-2</td>
<td>Readings &amp;</td>
<td>Media (about) and (in) Education</td>
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<tr>
<td>3 July</td>
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<td>Assignments</td>
<td>What is or Who are the Media?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is Media Education? Media Literacy?</td>
</tr>
<tr>
<td>Day 3</td>
<td>#2-3</td>
<td>Readings &amp;</td>
<td>What is Media Studies? New Media? Media Education? Media Literacy?</td>
</tr>
<tr>
<td>4 July</td>
<td></td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td>#3</td>
<td>Readings &amp;</td>
<td>Regulating (the) Citizen &amp; Media</td>
</tr>
<tr>
<td>5 July</td>
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<td>Assignments</td>
<td>Free Speech, Freedom of the Press &amp; Regulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Codes of Ethics, Standards, Practice &amp; Production</td>
</tr>
<tr>
<td>Day 5</td>
<td>#4-5</td>
<td>Readings &amp;</td>
<td>Controversial Issues</td>
</tr>
<tr>
<td>8 July</td>
<td></td>
<td>Assignments</td>
<td>Can I Say or Teach What I Want?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic Freedom &amp; Authority over Curriculum</td>
</tr>
<tr>
<td>Day 6</td>
<td>#5</td>
<td>Readings &amp;</td>
<td>Controversial Issues</td>
</tr>
<tr>
<td>9 July</td>
<td></td>
<td>Assignments</td>
<td>Can I Use Whatever Resources I Want?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course &amp; Resource Approval</td>
</tr>
<tr>
<td>Day 7</td>
<td>#5</td>
<td>Readings &amp;</td>
<td>Controversial Issues</td>
</tr>
<tr>
<td>10 July</td>
<td></td>
<td>Assignments</td>
<td>Can I Use Whatever Resources I Want?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course &amp; Resource Approval</td>
</tr>
<tr>
<td>Day 8</td>
<td>#6</td>
<td>Readings &amp;</td>
<td>Copyright &amp; Intellectual Property Rights</td>
</tr>
<tr>
<td>11 July</td>
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<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Day 9</td>
<td>-</td>
<td>Readings &amp;</td>
<td>Research &amp; Planning</td>
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<td>12 July</td>
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<td>Assignments</td>
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</tr>
<tr>
<td>Day 10</td>
<td>#7</td>
<td>Readings &amp;</td>
<td>Media (Research) Methods</td>
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<tr>
<td>15 July</td>
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<td>Assignments</td>
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<tr>
<td>Day 11</td>
<td>#8</td>
<td>BAA Media Education</td>
<td>Media &amp; Technology Theory</td>
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<td>16 July</td>
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<td>Course Due</td>
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<tr>
<td>Day 12</td>
<td>#9</td>
<td>Readings &amp;</td>
<td>History of Media &amp; Technology</td>
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<td>17 July</td>
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<td>Assignments</td>
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<tr>
<td>Day 13</td>
<td>#1-3</td>
<td>Readings &amp;</td>
<td>Media Production</td>
</tr>
<tr>
<td>18 July</td>
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<td>Assignments</td>
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</tr>
<tr>
<td>Day 14</td>
<td>-</td>
<td>Media Study Guide</td>
<td>Course Feedback &amp; Media Education Book Launch</td>
</tr>
<tr>
<td>19 July</td>
<td></td>
<td>Due</td>
<td></td>
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</tbody>
</table>
Topics 1-3
Media (on) and (of) Education
What is or Who are the Media?
What is Media Education? Media Literacy?

Readings / Media

Resources

Topics 4-5
Key Concepts in Media Studies / Literacy / Education
What is Media Studies?
Screen Theory

Readings / Media
Resources

Topic 6
New Media / Social Media

Readings / Media

Topic 7
How the Media Create Controversial Issues for, in, and about Education
What Popular Images are Common?

Readings / Media

Resources

Topic 8
Can I Use Whatever Resources I Want?
Course & Resource Approval

Readings / Media
20. Philpott, R. (2010). If ‘we teach who we are’ then who is teaching social justice? *Teacher, 22*(5), 17.

Resources

Topic 9
Can I Say or Teach What I Want?
Academic Freedom & Authority over Curriculum

Readings / Media

**Topic 10**

**Regulation of Citizens & Media**
Can I Say What I Want?  
Can I Investigate and Think What I Want?  
Free Speech, Freedom of the Press

**Readings / Media**

**Media Regulation**
Codes of Ethics, Standards, Practice, & Production

**Readings / Media**

**Topic 11**

Copyright & Intellectual Property Rights

**Readings / Media**

**Topic 12**

Youth, Consumer Culture, and Media

**Readings / Media**

**Topic 13**

Screen Techniques & Theory in Media Education and Media Studies

**Readings / Media**
34. Green Screen Techniques http://www.filmskills.com/cinematography-technique/green-screen-techniques

**Topic 14**  
**Media Production**

**Readings / Media**
http://www.oscars.org/education-outreach/teachersguide/index.html

**Media Production Resources**
  b. Creative Cow Magazine http://forums.creativecow.net/
  c. CyberCollege http://www.cybercollege.com/
  d. Student Filmmakers http://www.studentfilmmakers.com/filmfestivals/
  e. SchoolTube http://www.schooltube.com/
  f. Student Television Network http://www.studenttelevision.com/
  g. FilmSkills http://www.filmskills.com
  h. Beginning Reporting http://www.courses.vcu.edu/ENG-jeh/BeginningReporting/Introduction/home.htm
  i. Resources at NFB Education https://www.nfb.ca/education/guides/
  j. American Film Institute
  k. Royalty Free Music for Schools http://www.soundzabound.com/

**Participation**
Participation is valued at 20% of your final grade. We refer to scholarly levels of participation as **academic conversation**, which entails a variety of things including articulation and presentation. Participation is interdependent with **preparation** for each class, which involves **reading** (highlighting, pagination post-its, margin notes, comments & questions, etc.), **writing** (note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, podcasting, exposition, etc.), **organizing** (documenting, labeling, archiving, filing, sequencing events, chronicling, etc.), **reflecting** (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and **speaking** (discussing, corresponding with peers, chat, etc.). Complete all readings and participate fully in Lectures/Discussions.  

<table>
<thead>
<tr>
<th>Participation</th>
<th>Low</th>
<th>Avg</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately and accurately articulates key constructs and themes in readings, videos, etc.</td>
<td>1-5.5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Advances collective knowledge by engaging with authors, peers, and instructors</td>
<td>1-5.5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> xx / 20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assignments**
1. **Puppet Theater**: Plan, script, perform, video, and broadcast (e.g., youtube) a marionette or puppet skit appropriate to a chosen level of students and topic (e.g., cyberbullying). [http://www.sharylandisd.org/cms/lib/TX21000378/Centricity/Domain/467/chap18.pdf](http://www.sharylandisd.org/cms/lib/TX21000378/Centricity/Domain/467/chap18.pdf)

2. **Proposal for a BAA Media Education Course**: Develop a media education course that conforms to the Ministry’s *Board/Authority Authorized Courses: Requirements and Procedures* and the BAA course framework. (Groups of 2) (40%)

   **Format**: Use the format provided in the Ministry’s *Board/Authority Authorized Courses: Requirements and Procedures* (see example given). Download template from [http://www.bced.gov.bc.ca/graduation/board_authorityCourses.htm](http://www.bced.gov.bc.ca/graduation/board_authorityCourses.htm)

   **BAA Course Proposal Marks**

<table>
<thead>
<tr>
<th>Low</th>
<th>Avg</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, Synopsis &amp; Rationale (Relevance to Media Education &amp; Students)</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>Organizational Structure (Comprehensiveness)</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>Unit Topic &amp; Module Descriptions + Learning Outcomes (Articulation w/ IRPs, Creativity, Relevance &amp; Comprehensiveness)</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>Instructional &amp; Assessment Components + Learning Resources (Currency &amp; Relevance)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Grammar &amp; Format</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong>: xx / 40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Media Study Guide (Film / Theatre / TV Series Study Guide)**: Contribute a section to a book created by EDCP 481 peers. Choose a film / theatre / TV series that a) is coordinated with your peers; b) is appropriate, appealing, and relevant to students at either the grades 8-10 or 11-12 levels; c) addresses key concepts in media education. The study guide should be written for 8-10 or 11-12 students and include the following elements: (Groups of 2) (40%)
   a. **Introduction**: Introduce your topic and its learning outcomes.
   b. **Key Concept/s**: What key concepts does this emphasize and reinforce?
   c. **Content @ Image, Sound & Text**: Write effective text and insert appropriate images or reference sound files to give meaning to the topic.
   d. **Focus Questions**: State questions that are both direct and open-ended to draw students into the content and lead them toward inquiry and thought.
   e. **Activities**: Provide 1-2 activities that actively involve the students and provide an experiential and media production dimension.
   f. **Sources for Further Study**: Include sources that provide students with a means of following up on the topic.
   g. **Study Guide Format**: Use graphic design and desktop publishing principles and software for laying out the final draft (4 colour pages).
### Media Education Curriculum

<table>
<thead>
<tr>
<th>Category</th>
<th>Low</th>
<th>Avg</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of communication / writing</td>
<td>1</td>
<td>5.5</td>
<td>10</td>
</tr>
<tr>
<td>Development of Content and Activities</td>
<td>1</td>
<td>5.5</td>
<td>10</td>
</tr>
<tr>
<td>Key Concepts and Focus Questions</td>
<td>1</td>
<td>5.5</td>
<td>10</td>
</tr>
<tr>
<td>Provision of effective and sufficient examples</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Grammar &amp; Format</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total:** xx / 40
Additional Resources

Topics 1-3

Topic 4-6
Key Concepts of Media Education

1. **All media are constructions.** This is arguably the most important concept. The media do not simply reflect external reality. Rather, they present carefully crafted constructions that reflect many decisions and are the result of many determining factors. Media Literacy works towards deconstructing these constructions (i.e., to taking them apart to show how they are made).

2. **The media construct reality.** The media are responsible for the majority of the observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been preconstructed and have attitudes, interpretations, and conclusions already built in. Thus the media, to a great extent, give us our sense of reality.

3. **Audiences negotiate meaning in media.** If the media provides us with much of the material upon which we build our picture of reality, each of us finds or "negotiates" meaning according to individual factors: personal needs and anxieties, the pleasures or troubles of the day, racial and sexual attitudes, family and cultural background, moral standpoint, and so forth.

4. **Media messages have commercial implications.** Media literacy aims to encourage awareness of how the media are influenced by commercial considerations, and how they impinge on content, technique, and distribution. Most media production is a business, and so must make a profit. Questions of ownership and control are central: a relatively small number of individuals control what we watch, read and hear in the media.

5. **Media messages contain ideological and value messages.** All media products are advertising in some sense proclaiming values and ways of life. The mainstream media convey, explicitly or implicitly, ideological messages about such issues as the nature of the good life and the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism.

6. **Media messages contain social and political implications.** The media have great influence in politics and in forming social change. Television can greatly influence the election of a national leader on the basis of image. The media involve us in concerns such as civil rights issues, famines in Africa, and the AIDS epidemic. They give us an intimate sense of national issues and global concerns so that we have become McLuhan's Global Village.

7. **Form and content are closely related in media messages.** As Marshall McLuhan noted, each medium has its own grammar and codifies reality in its own particular way. Different media will report the same event, but create different impressions and messages.

8. **Each medium has a unique aesthetic form.** Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so we ought to be able to enjoy the pleasing forms and effects of the different media.

Source:

Adapted from: