



Media Studies (Across the Curriculum)

EDCP 481.951 & 481.952

University of British Columbia

Summer 2a 2011

http://m1.cust.educ.ubc.ca:16080/tsedgrad/?page_id=460 AND <http://wiki.ubc.ca/Edcp481>

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 emphasizes ethical, legal, and theoretical aspects and the design of curriculum and courses for teaching media education or media studies and for integrating media literacy across the curriculum.

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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.
4. Design strategies for civic engagement, community activism, and public pedagogy.
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, sound, and text.



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Required Text:

1. *Media Studies (Across the Curriculum) Readings*. UBC Bookstore.

Special Supplies Needed:

1. Flash drive / memory stick (2 – 16 gig)

**Assessment** (see details below):

1. Participation (20%)
2. Proposal for a BAA Media Education Course (40%)
3. Media Education Curriculum (Media Study Guide) (40%)

Deadline:

- Ongoing
18 July
21 July

Operational Definition of Letter Grade Categories (EDCP, Revised, June 1996)

Letter Grade	Percent Range	Sample Description
A+	90-100	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.
A	85-89	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.
A-	80-84	
B+	76-79	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.
B	72-75	
B-	68-71	
D	50-54	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.
F	0-49	Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance.

- **Academic Honesty and Standards, and Academic Freedom:** Please refer to *UBC Calendar 2011/12*
- **Policies and Regulations (Selected):** <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).

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.

Date	Topic	Assignment	Readings & Topics
Day 1 4 July	-	Course Intro	Course introduction, Media Studies Mapping & Definitions, Questionnaires
Day 2 5 July	#1-5	Readings & Assignments	Media (<i>about</i>) and (<i>in</i>) Education What is or Who are the Media? What is Media Studies? New Media? Media Education? Media Literacy?
Day 3 6 July	#1-5	Readings & Assignments	What is or Who are the Media? What is Media Studies? New Media? Media Education? Media Literacy?
Day 4 7 July	#6	Readings & Assignments	Key Concepts in Media Studies / Literacy / Education Screen Theory
Day 5 8 July	#7	Readings & Assignments	How the Media Create Controversial Issues for, in, and about Education / Popular Images
Day 6 11 July	#7	Readings & Assignments	How the Media Create Controversial Issues for, in, and about Education / Popular Images
Day 7 12 July	#8-10	Readings & Assignments	Can I Use Whatever Resources I Want? Course & Resource Approval Can I Say or Teach What I Want? Academic Freedom & Authority over Curriculum
Day 8 13 July	#8-11	Readings & Assignments	Academic Freedom & Authority over Curriculum Free Speech, Freedom of the Press & Regulation
Day 9 14 July	#12	Readings & Assignments	Copyright & Intellectual Property Rights Regulating (the) Media Codes of Ethics, Standards, Practice & Production
Day 10 15 July	-	Readings & Assignments	Research & Planning
Day 11 18 July	#13-14	BAA Media Education Course Due	History of Media and Media Studies Youth & Media
Day 12 19 July	#15-16	Readings & Assignments	Techniques & Theory in Media Studies Media Production
Day 13 20 July	#15-16	Readings & Assignments	Techniques & Theory in Media Studies Media Production
Day 14 21 July	#16	Media Study Guide Due	Media Production Research & Planning
Day 15 22 July	-		Course Feedback & Media Education Book Launch

Topics 1-3
Media (on) and (of) Education
What is or Who are the Media?
What is Media Studies? New Media? Media Education? Media Literacy?

Readings / Media

1. Petrina, S. (2010). On (the) media. Unpublished manuscript.
2. Anderson, N., Tyner, K. & Pugente, J. J. (2003). Introduction. *In Scanning Television* (pp. 5-12). Toronto: Harcourt Canada.
3. Hobbs, R. (2010, November). *Digital and media literacy: A plan of action*. Washington, DC: Aspen Institute. Downloaded from <http://www.knightcomm.org/digital-and-media-literacy-a-plan-of-action/>

Topics 4-5
Media Literacy and Education

Readings / Media

4. Considine, D. (2003). *Media literacy across the curriculum*. Malibu, CA: Center for Media Literacy.
5. Montana Department of Education. (1999). *Montana standards for media literacy*. Helena: Author.
6. Berry, K. S. (2007). Critical media studies meets critical (hyper-)pedagogues. In D. Macedo & S. Steinberg (Eds.), *Media literacy: A reader* (pp. 687-698). New York: Peter Lang.

Topic 6
Key Concepts in Media Studies / Literacy / Education
Screen Theory

Readings / Media

7. Duncan, B., J. D'Ippolit, Macpherson, C. & Wilson, C. (1996). What are the mass media and popular culture?. In *Mass media and popular culture* (pp. 2-21). Toronto: Harcourt Canada.
8. Bazalgette, C. (1992). Key aspects of media education. In M. Alvarado & O. Boyd-Barrett (Eds.), *Media Education: An introduction* (pp. 199-219). London: Open University Press.

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

Readings / Media

9. Corbert, M. (2010, March 15). When teachers lap-dance for students. *Vancouver Sun*, C4.
10. Salas, K. D. (2004). How to teach controversial content and not get fired. In *The new teacher book*. Milwaukee, WI: Rethinking Schools.
11. Clarke, P. (1993). Teaching controversial issues. *Green Teacher*, 31, 9-12.
12. Petrina, S. (2007). Information for controversial issues. From S. Petrina, *Advanced teaching methods for the technology classroom*. Hershey, PA. Information Science International.

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

Readings / Media

13. Petrina, S. (2010). Official subjects in BC curriculum an inclusive curriculum. Unpublished manuscript.
14. BC Ministry of Education. (2009). Required areas of study in an educational program order. Victoria: Author.
15. Philpott, R. (2010). If 'we teach who we are' then who is teaching social justice? *Teacher*, 22(5), 17.

16. Beyak, T. (2008). Social justice course not offered in district. *Abbotsford News*.
17. Smith, N. (2009). Anatomy of a murdered high school course. *The Tyee*.

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

Readings / Media

18. Petrina, S. (2008). Academic freedom for K-12 teachers. In S. Mathison & W. Ross (Eds.), *Battleground: Schools: An encyclopedia of conflict and controversy, Volume 1* (pp. 1-11). New York: Greenwood.

Topic 10
Can I Say What I Want?
Free Speech, Freedom of the Press

Readings / Media

19. Tetrault, M. (2010, June 15). School yearbooks chopped up to remove student's comment. *Comox Valley Echo*.
20. Watkinson, A. M. (1999). Freedom of expression and assembly. In *Education, student rights, and the Charter* (pp. 74-91). Saskatoon, SK: Purich Publishing.
21. Cooper, M. A. (2008). Bong hits 4 Jesus... in Canada? *Educational Law Journal*, 18(1), 57-77.

Topic 11
Copyright & Intellectual Property Rights

Readings / Media

22. Potter, A. (2003). Is copyright unconstitutional? *THIS Magazine*, 37(2), 22-25.

Topic 12
Media Regulation
Codes of Ethics, Standards, Practice, & Production

Readings / Media

23. Society of Professional Journalists. (1996). *Code of ethics*. Download from <http://www.spj.org/pdf/ethicscode.pdf>
24. Radio-Television News Directors Association. (2007). *Code of ethics*. <http://www.rtndacanada.com/ABOUT/PDF/RTNDAwelcomebooklet.pdf>
25. Entertainment Software Rating Board. (2009). *A parent's guide to video games, parental controls, and online safety*. <http://www.esrb.org>

Topic 13
History of Media Studies & Media Education

Readings / Media

26. Hobbs, R. & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education*, 1, 1-11.
27. Pungente, J. J. (2007). The second spring: Media literacy in Canada's schools. Unpublished manuscript.
28. McLuhan, M. (1967). The medium is the message. *NEA Journal*, 56(7), 24-27.

Topic 14
Youth, Consumer Culture, and Media

Readings / Media

29. Saltau, M. (2007). Not just another teen movie: Juno. *Screen Education*, 51, 110-115.

Topic 15
Screen Techniques & Theory in Media Education and Media Studies

Readings / Media

30. Duncan, B., J. D'Ippolit, Macpherson, C. & Wilson, C. (1996). What are the mass media and popular culture?. In *Mass media and popular culture: Resource binder* (pp. 107-126). Toronto: Harcourt Canada.

Topic 16
Media Production

Readings / Media

31. Musburger, R. B. & Kindem, G. (2009). *Introduction to media production: The path to digital media production* (Chapters 1-2). Boston: Elsevier.
32. Academy of Motion Picture Arts and Sciences. (2008). *Teachers guide series*.
<http://www.oscars.org/education-outreach/teachersguide/index.html>
33. Media Production Resources
- a. *Video Maker Magazine* <http://www.videomaker.com/>
 - 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. Beginning Reporting <http://www.courses.vcu.edu/ENG-jeh/BeginningReporting/Introduction/home.htm>
 - h. National Film Board
 - i. American Film Institute
 - j. 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, ordering, 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. (20%)

Participation		
Low	Avg	High
Appropriately and accurately articulates key constructs and themes in readings, videos, etc.	1-----5.5-----	10
Advances collective knowledge by engaging with authors, peers, and instructors	1-----5.5-----	10
Total: xx / 20		

Assignments

- 1. 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_authority_courses.htm/

BAA Course Proposal Marks		
Low	Avg	High
Introduction, Synopsis & Rationale (Relevance to Media Education & Students)	1-----5.5-----	10
Organizational Structure (Comprehensiveness)	1-----5.5-----	10
Unit Topic & Module Descriptions + Learning Outcomes (Articulation w/ IRPs, Creativity, Relevance & Comprehensiveness)	1-----5.5-----	10
Instructional & Assessment Components + Learning Resources (Currency & Relevance)	1-----3-----	5
Grammar & Format	1-----3-----	5
Total: xx / 40		

- 2. 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

Low-----Avg-----High

Clarity of communication / writing
1-----5.5-----10

Development of Content and Activities
1-----5.5-----10

Key Concepts and Focus Questions
1-----5.5-----10

Provision of effective and sufficient examples
1-----3-----5

Grammar & Format
1-----3-----5

Total: xx / 40

Additional Resources

Topics 1-3

1. Media Awareness Network. (2002). Media education in Canada: An overview. Downloaded from www.media-awareness.ca.

Topic 4

2. Share, J. (2009). The earlier the better: Expanding and deepening literacy with young children. In *Media literacy is elementary: Teaching youth to critically read and create media* (pp. 99-123). New York: Peter Lang.
3. Buckingham, D. (2003). Defining the field. In *Media education: Literacy, learning and contemporary culture* (pp. 53-69). London: Polity.

Topic 5

Topic 6

4. Petrina, S. (2007). Information for controversial issues. From S. Petrina, *Advanced teaching methods for the technology classroom*. Hershey, PA. Information Science International

Topic 7

5. BC Ministry of Education. (2005). *Board/authority authorized courses: Requirement and procedures*. Victoria: Author.
6. SD 43. (2005). Approval or resource materials and board authorized courses. Coquitlam, BC: SD 43.
7. SD 23 (2008). Appeals related to instructional resource materials and library resource centre material. Kelowna, BC: SD 2.
8. SD 71. (1997). Learning resources selection. Comox, BC: SD 71.

Topic 8

Topic 9

9. Kindred, K. (2006). The teacher in dissent: Freedom of expression and the classroom. *Education Law Journal*, 15(3), 207-31.

Topic 10

10. BCTF. (2009). A brief to the Canada Copyright Consortium. Vancouver: BCTF.
11. Petition signatories. (2010). Fair is fair— fix fair dealing. Letter submitted to The Honourable Tony Clement and James Moore.
12. Media Education Lab. (2008). *Code of best practices in fair use for media literacy education*. Chicago: MacArthur Foundation.
13. SD 42. (2005). School district 42 network and internet acceptable use agreement. Maple Ridge, BC: SD 42.
14. Wentzell, B. (1999). *Writing an acceptable use policy for your school*. Unpublished manuscript.

Topic 11

15. Pugente, J. J. (2007). The second spring: Media literacy in Canada's schools. Unpublished manuscript.
16. Paul, R. (Executive Producer) & Petrina, S. (2002, October 11). *The magic box: Technology in education* (Sound Recording). Washington, D.C.: National Public Radio, Sound Prints.
17. Moody, K. (1999). *The children of Telstar*. New York: Vantage.

Topic 13

18. Pitsula, P. (2008). Hollywood and human rights in the classroom. *Education Law Journal*, 17(3), 275-290.

19. Giroux, H. A. (1996). Hollywood, race, and the demonization of youth: The "kids" are not "alright." *Educational Researcher*, 25(2), 31-35.

Topic 13

20. Buckingham, D. (2003). Why teach the media? In *Media education* (pp. 3-17). London: Polity.
21. Buckingham, D. (2003). Locating media education? In *Media education* (pp. 87-103). London: Polity.

Topic 14

22. Merrin, W. (2009). Media studies 2.0: Upgrading and open-sourcing the discipline. *Interactions*, 1(1), 17-34.
23. Buckingham, D. Media education goes digital: An introduction. *Learning, Media and Technology*, 32(2), 111-119.
24. Mishra, P., Nicholson, M. D. & Wojcikiewicz (2001). Seeing ourselves in the computer: How we relate to technologies. *Journal of Adolescent & Adult Literacy*, 44(7), 634-641.

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:

Pungente, J. & O'Malley, M. (1999). *More than meets the eye: Watching television watching us*. New York: Martin McClelland & Stewart. (<http://www.medialit.org/reading-room/canadas-key-concepts-media-literacy>)

Adapted from:

Ontario Ministry of Education. (1989). *Media literacy: Intermediate and senior divisions, 1989 resource guide*. Toronto: Ontario Ministry of Education. (pp. 8-10)

