Media Studies (Across the Curriculum)
EDCP 481.951 & 481.952

University of British Columbia

Summer 2a 2013
http://blogs.ubc.ca/etec 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 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.

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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, text, and sound.

Required Text:
1. *Media Studies (Across the Curriculum) Readings*.
Special Supplies Needed:
1. Flash drive / memory stick (2 – 16 gig)

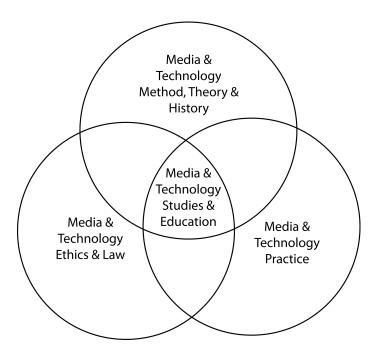| Assessment (see details below):	Deadline:
1. Participation (20%)	Ongoing
2. Puppet Theater (20%)	July
3. Proposal for a BAA Media Education Course (30%)	18 July
4. Media Study Guide (35%)	21 July

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

Letter Grade	Percent Range	Sample Description
A+	90-100	**Work of outstanding quality.**
A	85-89	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
A-	80-84	particular lesson objectives and instruction and assessment strategies.
B+	76-79	**Work of good quality with no major weaknesses**.
B	72-75	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
B-	68-71	instruction and assessment strategies.
C+	64-67	**Adequate work.**
C	60-63	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
C-	55-59	strategies.
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 2 July	#1-2	Course Intro	**Course introduction, Media Studies Mapping & Definitions, Questionnaires**
Day 2 3 July	#1-2	Readings & Assignments	**Media (*about*) and (*in*) Education** **What is or Who are the Media?** **What is Media Education? Media Literacy?**
Day 3 4 July	#2-3	Readings & Assignments	**What is Media Studies? New Media? Media Education? Media Literacy?**
Day 4 5 July	#4	Readings & Assignments	**Regulating (the) Citizen & Media** **Free Speech, Freedom of the Press & Regulation** **Codes of Ethics, Standards, Practice & Production**
Day 5 8 July	#4-5	Readings & Assignments	**Controversial Issues** **Can I Say or Teach What I Want?** **Academic Freedom & Authority over Curriculum**
Day 6 9 July	#5	Readings & Assignments	**Controversial Issues** **Can I Use Whatever Resources I Want?** **Course & Resource Approval**
Day 7 10 July	#5	Readings & Assignments	**Controversial Issues** **Can I Use Whatever Resources I Want?** **Course & Resource Approval**
Day 8 11 July	#6	Readings & Assignments	**Copyright & Intellectual Property Rights**
Day 9 12 July	-	Readings & Assignments	**Research & Planning**
Day 10 15 July	#7	Readings & Assignments	**Media (Research) Methods**
Day 11 16 July	#8	**BAA Media Education Course Due**	**Media & Technology Theory**
Day 12 17 July	#9	Readings & Assignments	**History of Media & Technology**
Day 13 18 July	#1-3	Readings & Assignments	**Media Production**
Day 14 19 July	-	**Media Study Guide Due**	**Course Feedback & Media Education Book Launch**

Media &
Technology
Method, Theory &
History

Media &
Technology
Studies &
Education

Media &
Technology
Ethics & Law

Media &
Technology
Practice

Topics 1-3
Media (*on*) and (*of*) Education
What is or Who are the Media?
What is 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. & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education,1*, 1-11.
4. Saltau, M. (2007). Not just another teen movie: Juno. *Screen Education, 51*, 110-115.

Resources
5. 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/
6. Pungente, J. J. (2007). The second spring: Media literacy in Canada's schools. Unpublished manuscript.

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

Readings / Media
7. 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.
8. Considine, D. (2003). *Media literacy across the curriculum*. Malibu, CA: Center for Media Literacy.
9. Rodesiler, L. (2009). Turn it on and turn it up: Incorporating music videos in the ELA classroom. *English Journal, 98*(6), 45-48.

Resources

10. 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.
11. Montana Department of Education. (1999). *Montana standards for media literacy*. Helena: Author.
12. Duncan, B., J. D'lppolit, 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.
13. McLuhan, M. (1967). The medium is the message. *NEA Journal, 56*(7), 24-27.

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Topic 6
New Media / Social Media

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Readings / Media
14. Merrin, W. (2009). Media studies 2.0: Upgrading and open-sourcing the discipline. *Interactions, 1*(1), 17-34.

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

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Readings / Media
15. Corbert, M. (2010, March 15). When teachers lap-dance for students. *Vancouver Sun*, C4.
16. Salas, K. D. (2004). How to teach controversial content and not get fired. In *The new teacher book*. Milwaukee, WI: Rethinking Schools.
17. Clarke, P. (1993). Teaching controversial issues. *Green Teacher, 31*, 9-12.

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

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

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Readings / Media
19. Petrina, S. (2010). Official subjects in BC curriculum and inclusive curriculum. Unpublished manuscript.
20. Philpott, R. (2010). If 'we teach who we are' then who is teaching social justice? *Teacher, 22*(5), 17.

Resources
21. BC Ministry of Education. (2009). Required areas of study in an educational program order. Victoria: Author.
22. Beyak, T. (2008). Social justice course not offered in district. *Abbotsford News*.
23. Smith, N. (2009). Anatomy of a murdered high school course. *The Tyee*.

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

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Readings / Media

24. 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
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
25. Tetrault, M. (2010, June 15). School yearbooks chopped up to remove student's comment. *Comox Valley Echo*.
26. Watkinson, A. M. (1999). Freedom of expression and assembly. In *Education, student rights, and the Charter* (pp. 74-91). Saskatoon, SK: Purich Publishing.
27. Cooper, M. A. (2008). Bong hits 4 Jesus… in Canada? *Educational Law Journal, 18*(1), 57-77.

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

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

Topic 11
Copyright & Intellectual Property Rights

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

Topic 12
Youth, Consumer Culture, and Media

Readings / Media
32. Saltau, M. (2007). Not just another teen movie: Juno. *Screen Education, 51*, 110-115.
33. Giroux, H. A. (1996). Hollywood, race, and the demonization of youth: The "kids" are not "alright." *Educational Researcher, 25*(2), 31-35.

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

35. Duncan, B., J. D'lppolit, 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.
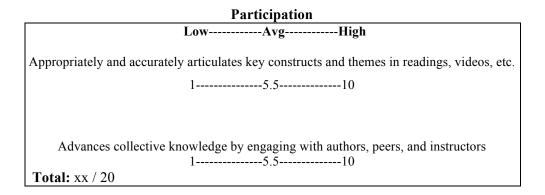
Topic 14
Media Production

Readings / Media

36. Musburger, R. B. & Kindem, G. (2009). *Introduction to media production: The path to digital media production* (Chapters 1-2). Boston: Elsevier.
37. Academy of Motion Picture Arts and Sciences. (2008). *Teachers guide series*.
http://www.oscars.org/education-outreach/teachersguide/index.html

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. 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, 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. **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

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_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

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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

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.
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.
4. Buckingham, D. (2003). Why teach the media? In *Media education* (pp. 3-17). London: Polity.
5. Buckingham, D. (2003). Locating media education? In *Media education* (pp. 87-103). London: Polity.
6. Buckingham, D. Media education goes digital: An introduction. *Learning, Media and Technology, 32*(2), 111-119.
7. Mishra, P., Nicholson, M. D. & Wojcikiewiscz (2001). Seeing ourselves in the computer: How we relate to technologies. *Journal of Adolescent & Adult Literacy, 44*(7), 634-641.

Topic 4-6

8. Petrina, S. (2007). Information for controversial issues. From S. Petrina, *Advanced teaching methods for the technology classroom*. Hershey, PA. Information Science International
9. BC Ministry of Education. (2005). *Board/authority authorized courses: Requirement and procedures*. Victoria: Author.
10. SD 43. (2005). Approval or resource materials and board authorized courses. Coquitlam, BC: SD 43.
11. SD 23 (2008). Appeals related to instructional resource materials and library resource centre material. Kelowna, BC: SD 2.
12. SD 71. (1997). Learning resources selection. Comox, BC: SD 71.
13. Kindred, K. (2006). The teacher in dissent: Freedom of expression and the classroom. *Education Law Journal, 15*(3), 207-31.
14. BCTF. (2009). A brief to the Canada Copyright Consortium. Vancouver: BCTF.
15. Petition signatories. (2010). Fair is fair— fix fair dealing. Letter submitted to The Honourable Tony Clement and James Moore.
16. Media Education Lab. (2008). *Code of best practices in fair use for media literacy education*. Chicago: MacArthur Foundation.
17. SD 42. (2005). School district 42 network and internet acceptable use agreement. Maple Ridge, BC: SD 42.
18. Wentzell, B. (1999). *Writing an acceptable use policy for your school*. Unpublished manuscript.
19. Pitsula, P. (2008). Hollywood and human rights in the classroom. *Education Law Journal, 17*(3), 275-290.

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)