



Media Studies (Across the Curriculum)

EDCP 481.951

University of British Columbia

Summer 2a 2016 @ 8:00-10:30 in Scarfe 1106

<http://blogs.ubc.ca/etec/courses-2/edcp-481/> 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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WWW: <http://blogs.ubc.ca/etec/courses-2/edcp-481/> AND <http://wiki.ubc.ca/Edcp481>

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 interpretations 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, produce and select appropriate materials and resources for media education courses.
7. Design and produce curriculum that incorporates and remediates a variety of new media, including image, text, and sound.

Required Text:

1. *Media Studies (Across the Curriculum) Readings*. (Download all from <https://connect.ubc.ca>)

Special Supplies Needed:

1. TBA

Assessment (Groups of 4: see details below):

1. Participation (10%)
2. Social Media Innovation (20%)
3. PSA **or** Puppet Theater Video (20%)
4. Proposal for a BAA Media Education Course (20%)
5. Media Study Guide (30%)

Deadline:

- Ongoing
 July 13 & 14
 July 18
 July 20
 July 22

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

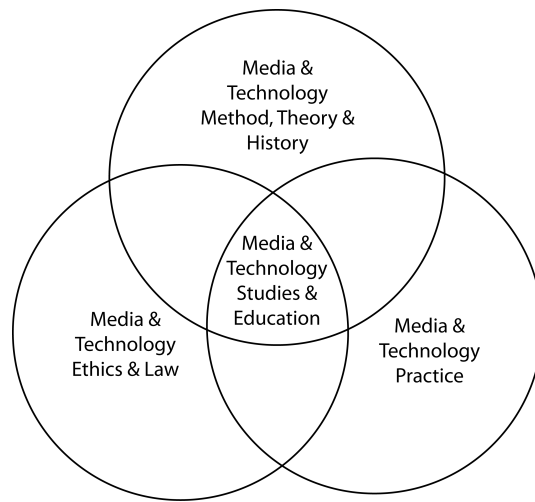
Letter Grade	Percent Range	Sample Description
A+	90-100	Work of outstanding quality. Demonstrates excellent comprehension of the subject and use of existing literature and research. Consistently applies a high level of critical scrutiny to texts and discussions. Frequently articulates innovative ideas 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	
C+	64-67	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.
C	60-63	
C-	55-59	
D	50-54	Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance.
F	0-49	

- **Academic Honesty and Standards, and Academic Freedom: Please refer to *UBC Calendar 2014/15***
- **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	#1	Course Intro	Course introduction, Media Semantics (Mapping & Definitions)
Day 2 5 July	#1-2	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	#3	Readings & Assignments	Media Production & Social Media Practice
Day 4 7 July	#3	Readings & Assignments	Media Production & Social Media Practice
Day 5 8 July	#4	Readings & Assignments	Regulation of the Citizen and Media Free Speech and Freedom of the Press Free Inquiry & Freedom of Thought Regulatory Codes / Codes of Ethics
Day 6 11 July	#5		Academic Freedom / Teaching Controversial Subjects / Course and Resource Approval
Day 7 12 July	#6	Readings & Assignments	Copyright and Intellectual Property Rights
Day 8 13 July	#1-6	Innovation Due (Groups 1-4)	Innovation Day
Day 9 14 July	#1-6	Innovation Due (Groups 5-8)	Innovation Day
Day 10 15 July	#1-6	Readings & Assignments	Innovation Day (Videos)
Day 11 18 July	#7	Puppetry or PSA Video Due	Media Methods
Day 12 19 July	#8	Readings & Assignments	Media & Technology Theory
Day 13 20 July	#1-8	BAA Media Education Course Due	Media Education, Literacies & Production
Day 14 21 July	#9	Readings & Assignments	History of Media & Technology
Day 15 22 July	-	Media Study Guide Due	Course Feedback & Media Education Book Launch



Topic 1
Media Semantics
What is or Who are the Media?

Readings / Media

1. Petrina, S. (2014). On (the) media. Unpublished manuscript. Vancouver, BC.

Media Semantics Resources

2. Guillory, J. (2010). Genesis of the media concept. *Critical Inquiry*, 36, 321-362.

Topic 2
Media & Technology Education / Media & Technological Literacy or Literacies

Readings / Media

3. Anderson, N., Tyner, K. & Pugente, J. J. (2003). Introduction. In *Scanning Television* (pp. 5-12). Toronto, ON: Harcourt Canada.
4. Hobbs, R. & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education*, 1, 1-11. <http://jmle.org/index.php/JMLE/issue/view/1>
5. Rodesiler, L. (2009). Turn it on and turn it up: Incorporating music videos in the ELA classroom. *English Journal*, 98(6), 45-48.

Media Education & Literacy Resources

- a. 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/>
- b. Rideout, V. J., Foehr, U. G. & Roberts, D. F. (2010). *Generation M2: Media in the lives of 8-18 year olds*. Menlo Park, CA: Henry J. Kaiser Family Foundation.
- c. Center for Media Literacy. (2005). *MediaLit Kit*. Malibu, CA: Author. <http://www.medialit.org/cml-medialit-kit>
- d. NFB Education <https://www.nfb.ca/education/>
- e. Media Smarts <http://mediasmarts.ca/>
- f. Considine, D. (2003). *Media literacy across the curriculum*. Malibu, CA: Center for Media Literacy.
- g. 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, NY: Peter Lang.

- h. 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, ON: Harcourt Canada.
- i. Montana Department of Education. (1999). *Montana standards for media literacy*. Helena, MT: Author. <http://opi.mt.gov/PDF/TobaccoEd/StandardsMediaLiteracy.pdf>
- j. McLuhan, M. (1967). The medium is the message. *NEA Journal*, 56(7), 24-27.

Topic 3

Media Production & Social Media Practice

Readings / Media

- 6. Saltau, M. (2007). Not just another teen movie: *Juno*. *Screen Education*, 51, 110-115.
- 7. Kilbourne, J. (1993). Killing us softly: Gender roles in advertising. *Adolescent Medicine*, 4(3), 635-649.
 - a. Gautreaux, M. (2015). *Killing us softly* Study guide. Vancouver, BC.
 - b. Hodgson, K. (2012). *Killing us softly 4* Study guide. Toronto, ON: Media Education Foundation. https://www.mediaed.org/assets/products/241/studyguide_241.pdf
- 8. Ralph, R. (2016). The final frame: Amy media study guide. *Unpublished manuscript*.

Social Media Practice

- 9. Kinash, S. & Brand, J. (2014). Does social media breed learner laziness? *Education Technology Solutions*, 58, 56-59. <http://epublications.bond.edu.au/cgi/viewcontent.cgi?article=1071&context=tls>
- 10. Dede, C. (2016). Social media and challenges to traditional models of education. In C. Greenhow, J. Sonnevend, & C. Agur (Eds.), *Education and social media: Toward a digital future* (pp. 95-113). Cambridge, MA: MIT Press.

Social Media Resources:

- a. Våljataga, T. & Fiedler, S. (2009). Supporting students to self-direct intentional learning projects with social media. *Journal of Educational Technology & Society*, 12(3), 58–69. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/jeductechsoci.12.3.58>
- b. Nielsen, L. (2013). Using social media to engage students and families. *Educational Horizons*, 92(2), 16–20. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/42927216>

Media Production Resources

- a. Musburger, R. B. & Kindem, G. (2009). *Introduction to media production: The path to digital media production* (Chapter 2). Boston, MA: Elsevier.
- b. Academy of Motion Picture Arts and Sciences. (2008). *Teachers guide series*. <http://www.oscars.org/education-outreach/teachersguide/index.html>
- c. *Video Maker Magazine* <http://www.videomaker.com/>
- d. *Creative Cow Magazine* <http://forums.creativecow.net/>
- e. CyberCollege <http://www.cybercollege.com/>
- f. Student Filmmakers <http://www.studentfilmmakers.com/filmfestivals/>
- g. SchoolTube <http://www.schooltube.com/>
- h. Student Television Network <http://www.studenttelevision.com/>
- i. FilmSkills <http://www.filmskills.com>
- j. Beginning Reporting <http://www.courses.vcu.edu/ENG-jeh/BeginningReporting/Introduction/home.htm>
- k. Resources at NFB Education <https://www.nfb.ca/education/guides/>
- l. American Film Institute
- m. Royalty Free Music for Schools <http://www.soundzabound.com/>

Topic 4
Regulation of the Citizen and Media
Free Speech and Freedom of the Press
Free Inquiry and Freedom of Thought
Regulatory Codes / Codes of Ethics

Readings / Media

11. Watkinson, A. M. (1999). Freedom of expression and assembly. In *Education, student rights, and the Charter* (pp. 74-91). Saskatoon, SK: Purich Publishing.
12. Cooper, M. A. (2008). Bong hits 4 Jesus... in Canada? *Educational Law Journal*, 18(1), 57-77.
13. Hoover, B. J. (2009). The First Amendment implications of Facebook, Myspace, and other online activity of students in public high schools. *Southern California Interdisciplinary Law Journal*, 18, 309-328.
14. Codes of Ethics
 - a. Society of Professional Journalists. (1996). *Code of ethics*. Download from <http://www.spj.org/pdf/ethicscode.pdf>.
 - b. Radio-Television News Directors Association. (2007). *Code of ethics*. <http://www.rtndacanada.com/ABOUT/PDF/RTNDAwelcomebooklet.pdf>.
 - c. National Scholastic Press Association. (2009). *Model code of ethics*.
 - d. Entertainment Software Rating Board. (2009). *A parent's guide to video games, parental controls, and online safety*. <http://www.esrb.org>

Regulation Resources

- e. Petrina, S. (2007). Teaching controversial issues. In *Advanced teaching methods for the technology classroom* (pp. 93-103). London, UK: Idea Group, Inc.
- f. Tetrault, M. (2010, June 15). School yearbooks chopped up to remove student's comment. *Comox Valley Echo*.

Topic 5
Academic Freedom / Teaching Controversial Subjects / Course and Resource Approval

Readings / Media

15. Salas, K. D. (2004). How to teach controversial content and not get fired. In *The new teacher book*. Milwaukee, WI: Rethinking Schools.
<http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml>
16. Clarke, P. (1993). Teaching controversial issues. *Green Teacher*, 31, 9-12.
17. 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, NY: Greenwood.

AF & B/AA Resources

- a. Petrina, S. (2010). Official subjects in BC curriculum and inclusive curriculum. Unpublished manuscript.
- b. Philpott, R. (2010). If 'we teach who we are' then who is teaching social justice? *Teacher*, 22(5), 17.
- c. BC Ministry of Education. (2009). *Required areas of study in an educational program order*. Victoria: Author.
- d. Beyak, T. (2008). Social justice course not offered in district. *Abbotsford News*.
- e. Smith, N. (2009). Anatomy of a murdered high school course. *The Tyee*.

Topic 6

Copyright & Intellectual Property Rights

Readings / Media

18. Potter, A. (2003). Is copyright unconstitutional? *THIS Magazine*, 37(2), 22-25.
19. Liang, L., Mazmdar, A. & Suresh, M. (2004). Copyright/copyleft: Myths about copyright. *CounterCurrents.org*. <http://www.countercurrents.org/hr-suresh010205.htm>

Topic 7

Media & Technology Methods

Readings / Media

20. Fedorov, A. (2010). Media educational practices in teacher training. *Acta Didacta Napocensia*, 3(3), 57-70.
21. Merrin, W. (2009). Media studies 2.0: Upgrading and open-sourcing the discipline. *Interactions*, 1(1), 17-34.

Methods Resources

- a. Petrina, S. (2007). Teaching or instructional methods. In *Advanced teaching methods for the technology classroom* (pp. 93-103). London, UK: Idea Group, Inc.
- b. Digital Promise. (2015). *Analyzing media impacts*. Washington, DC: Author.
http://www.digitalpromise.org/page/-/dpdocuments/microcredentials/mc_analyzingmediaimpacts.pdf?nocdn=1

Topic 8

Media & Technology Theory

Readings / Media

22. Bazalgette, C. (1992). Key aspects of media education. In M. Alvarado & O. Boyd-Barrett, (Eds.), *Media Education: An introduction* (pp. 199-219). London, UK: Open University Press.

Theory Resources

- a. Murphie, A. & Potts, J. (2003). *Culture and technology* (Chapter 1). New York, NY: Palgrave Macmillan.

Topic 9

History of Media & Technology

Readings / Media

23. Hobbs, R. & Moore, D. C. (2014). Cinekyd: Exploring the origins of youth media production. *Journal of Media Literacy Education* 6(2), 23-34.
24. Pungente, J. J., Duncan, B. & Andersen, N. (2005). The Canadian experience: Leading the way. *Yearbook of the National Society for the Study of Education*, 104(1), 140-160.

History Resources

- a. NFB Education <https://www.nfb.ca/education/>

Participation

Participation is valued at 10% 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. **(10%)**

Participation		
Low	Avg	High
Appropriately and accurately articulates key constructs and themes in readings, videos, etc.		
1	2.5	5
Advances collective knowledge by engaging with authors, peers, and instructors		
1	2.5	5
Total: xx / 10		

Assignments

1. Public Service Announcement (PSA) OR Puppet Theater Video

- a. **Public Service Announcement (PSA):** Plan, script, perform, video, and broadcast (e.g., YouTube, Vine) a PSA that addresses an issue and delivers a message relevant to you and your age group. Develop an idea, storyboard, script, film, and edit for airing on YouTube or Vine. Various media provide air time to promote public service messages. Format: PSA must be 30-60 seconds in duration. Be sure to align your PSA with the CBC's Guidelines. (Groups of 4) **(20%)**

The PT or PSA videos should reflect your creative and thoughtful engagement with the challenge or problem. The videos should be engaging (e.g., dramatic, humorous, serious, punchy, cheeky, etc.) and designed to inspire dialogue, and pedagogical to address challenges for students and teachers.

- b. **Puppet Theater Video:** 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). The video could provide a way for children to explore moral dilemmas or explore academic issues. Format: 3-5 minutes in length. Ideally, the video should be a convergence of analog and digital media (i.e., 3D puppet theater video digitally recorded and edited). Be sure to align with Codes of Ethics. (Groups of 4) **(20%)**

Puppetry Resources:

- <http://www.sharylandisd.org/cms/lib/TX21000378/Centricity/Domain/467/cha p18.pdf>
- <http://breadandpuppet.org>

Puppetry Video OR PSA Marks

Low-----Avg-----High
The Puppet Video or PSA...
Is Creative and Readily Lends itself to Instructional Issues 1-----2.5-----5
Is Engaging and Professional 1-----2.5-----5
Is Grade-Appropriate & Responsive to Ability, Class, Gender, Race, Religion & Sexuality 1-----2.5-----5
Integrates Image, Text & Sound in Interesting Ways 1-----2.5-----5
Total: xx / 20

2. **Social Media Innovation:** Develop a social media innovation project to explore, facilitate, or reinforce a topic in media studies. (Groups of 4). Ideally, this social media innovation should relate to your Media Study Guide or BAA course. Your group will develop a 15-20 minute activity integrating social media into the media education classroom in an innovative way. Each group will present to the class and have the class participate in a smaller scale version of the full activity. (Groups of 4) **(20%)**

Format: Create a detailed lesson plan including: active forms of learning social media, Ministry of Education PLOs (<https://curriculum.gov.bc.ca/>), objectives using Bloom's Taxonomy, introduction and development and closure of the lesson, adaptations for all learners, and assessment. (2 pages) (see for example LP template: <http://blogs.ubc.ca/dandt/files/2014/09/Lesson-Plan-II.docx>)

Social Media Innovation

Low-----Avg-----High
Creativity (original topic or approach) 1-----2.5-----5
Detailed Lesson Plan applicable to Media Studies 1-----5-----10
Presentation (clarity, pacing, interactive) 1-----2.5-----5
Total: xx / 20

3. **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 4) **(20%)**

a. **Resource:**

<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/board-authority-authorized-courses>

Format: Use the format provided in the Ministry's *Board/Authority Authorized Courses: Requirements and Procedures* (see example given). Download template from above.

B/AA Course Proposal Marks

Low-----Avg-----High
Introduction, Synopsis & Rationale (Relevance to Media Education & Students) 1-----2.5-----5
Organizational Structure & Grammar (Comprehensiveness) 1-----2.5-----5
Unit Topic & Module Descriptions + Learning Outcomes (Articulation w/ IRPs, Creativity, Relevance & Comprehensiveness) 1-----2.5-----5
Instructional & Assessment Components + Learning Resources (Currency & Relevance) 1-----2.5-----5
Total: xx / 20

4. **Media Study Guide (Film / Theatre / TV Series / Game Study Guide):** Contribute a section to a book created by EDCP 481 peers. The theme is: Fantasy/Sci-Fi. Choose a film / theatre show, TV series, or video game 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 (if there are students wishing to design for the elementary level, please speak with the Instructor); 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 4) **(30%)**
- 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 (4-5 colour pages).

Media Study Guide

Low-----Avg-----High
Development of Content and Activities 1-----5.5-----10
Clarity of communication / writing 1-----2.5-----5
Key Concepts and Focus Questions 1-----2.5-----5
Provision of effective and sufficient examples 1-----2.5-----5
Grammar & Format 1-----2.5-----5
Total: xx / 30

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, NY: Peter Lang.
3. Buckingham, D. (2003). Defining the field. In *Media education: Literacy, learning and contemporary culture* (pp. 53-69). London, UK: Polity.
4. Buckingham, D. (2003). Locating media education? In *Media education* (pp. 87-103). London: Polity.
5. Buckingham, D. Media education goes digital: An introduction. *Learning, Media and Technology*, 32(2), 111-119.
6. 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.

Topics 4-9

7. SD 43. (2005). Approval or resource materials and board authorized courses. Coquitlam, BC: SD 43.
8. SD 23 (2008). Appeals related to instructional resource materials and library resource centre material. Kelowna, BC: SD 2.
9. Kindred, K. (2006). The teacher in dissent: Freedom of expression and the classroom. *Education Law Journal*, 15(3), 207-31.
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.
15. 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)

