Independent Study Course Syllabus

Course Number:  ELA 922
Course Title:  Media Literacy in the Television Age

☐ Online  X Distance Learning

Instructor: Steve Young
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Website: www.steveyoungfpu.net

Units: 3
Grade Level: K-12

Course Description

From the morning news, to the afternoon talk shows, to the commercial-saturated evening sitcoms, daily we are bombarded with hundreds of media messages. The focus of this course is on critical thinking and communication skills as they relate to understanding the world of information around us.

Lessons include interpreting the signs, symbols and meanings in media, decoding both explicit and implied messages, and developing the tools necessary to critically evaluate media, with an emphasis on television.

A variety of teaching strategies and curriculum materials, adaptable for K-12 teachers and resource specialists, is provided. By adding the extra element of media literacy, any classroom presentation can become a cross-curricular exercise. The text, Media/Impact: An Introduction to Mass Media, Biagi, S., is required to complete the course, and must be obtained independently. The 9th, 10th, Enhanced 10th, or 11th editions may be used to successfully complete the course.

Course Dates:

Self-paced; students may enroll at any time and have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.
Primary Learning Outcomes

Upon completion of the course participants shall:

- Examine the concepts and historical perspectives of mass media.
- Develop an understanding of the elements of visual communications.
- Study the relationships between the media and society at large.
- View video programs dealing with selective viewing and television news.
- Evaluate current television programming as it relates to ethical issues.
- Develop lesson plans based on provided materials.
- Discern between different types of televised programming.
- Consider the economic underpinnings of popular media.
- Correlate assignments to NCTE standards.

National Council of Teachers of English Standards for the English Language Arts

"The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language."

National Council of Teachers of English Mission Statement found at: http://www.ncte.org/mission

For more information about the National Council of Teachers of English and their Standards for the English Language Arts, including a free downloadable .pdf of the complete publication (parts of which are cited below) go to: www.ncte.org.

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations.

Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

*The NCTE Standards for the English Language Arts, Found at: [http://www.ncte.org/standards](http://www.ncte.org/standards)*

**Course Materials**

Workbook - ELA 922: Media Literacy in the Television Age, by Steve Young

Course Website – [www.medialit.steveyoungfpu.net](http://www.medialit.steveyoungfpu.net) Containing sound effects, music, videos and PDF versions of course forms.

**IMPORTANT NOTE:** The required text, *Media/Impact: An Introduction to Mass Media*, Biagi, S., is required to complete the course, and must be obtained independently. The 9th, 10th, Enhanced 10th, or 11th editions may be used to successfully complete the course.

**Course Requirements**

Eighteen in all, for a total of 100 points possible.

- Complete any nine of the sixteen textbook chapter questions (9 @ 6 pts each = 54 pts).
  *NCTE 3, 6, 11*
- Complete any four of the eight media exercises (4 @ 6 pts each = 24 pts).
  *NCTE 3, 4, 5, 7, 8, 11, 12*
- Complete four textbook projects (4 @ 5 pts each = 20 pts).
  *NCTE 1, 3, 7, 8, 11, 12*
- Standards Correlation Chart (2 points).
- Complete and return a course evaluation (located at the end of the course workbook)
- Submit Request for Online Grading

**General Information**

When you've completed all assignments, return them to my address on page 4. It is absolutely imperative you label your packet with your full name; without identification I've no idea whose work I’m grading!
Remember to request online grading the day you return your packet (no sooner, please). Written assignments may be word processed or handwritten (please consider word processing if your penmanship is as illegible as mine!) Return only your completed assignments, not the entire workbook. I suggest you generate and retain a copy of your work so you will have a back-up to resend in the unlikely event the post office loses your packet - an extremely rare occurrence, but not worth taking the chance that it will happen to you. Please ensure you have affixed adequate postage to your packet; insufficiently or unposted packets will not be accepted. I can no longer accommodate packets returned which require my signature for delivery.

If using USPS Express Mail remember to waive the signature requirement as the carrier will not deliver until someone is home to verify receipt. If you are concerned about delivery of your packet, rather than asking me to confirm receipt I ask that you please add “Delivery Confirmation” so you can track delivery online. I strive to process grades expeditiously but found that the time spent responding to e-mails to confirm delivery significantly cut in to my allotted grading time. Thanks.

Once I have reviewed your work and submitted your grade I will email you notification that your grade is in FPU's hands, awaiting posting. Per FPU policy a minimum of one week per unit of study (three weeks) must transpire from date of enrollment to the postmark on your returned packet. I can not accept coursework early; if your packet is postmarked less than three weeks of enrollment expect me to return it to you so you can hold it the required length of time to resubmit then. Most importantly, never forget that I am readily available via e-mail (preferred) or phone (evenings and weekends) so do not hesitate to call if questions or concerns arise. Thanks!

**Grading Scale**

Letter grades, should one be requested, will be on the following scale:

- 90% -100% = "A"
- 80% - 89% = "B" or "Credit"
- 79% or below = "No Credit"

To earn a grade of “Credit” the quality of the work must be equal to, or better than, 80%, or the letter grade equivalent to a “B”. Students striving for an “A” should show creativity, skill, neatness, and pride in their presentation. Students taking the course for credit are expected to adequately complete all the required assignments.

**Evidence of Learning**

Course participants will demonstrate conceptual understanding of the material covered evidenced by the ability to apply critical thinking skills in completing all required assignments. Written assignments should contain thoughtful, reflective responses applicable to participant's personal and/or professional experiences, indicating thought and effort have been put in to the replies. Lesson plans should reflect practical applications.
<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Exemplary (A)</th>
<th>Passing (B or Credit)</th>
<th>Failing (No Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and Perseverance</td>
<td>Project was continued until it was complete; effort set forth beyond that required; took pride in going beyond the basic requirements. Experimented freely and frequently.</td>
<td>With a bit more effort and dedication project could have improved; lacks finished quality; chose an easy project and did it indifferently.</td>
<td>Project was not seen to completion; work inadequate. Seems hurried to “just get it done” and move to the next project.</td>
</tr>
<tr>
<td>Craftsmanship Consistency</td>
<td>Project completely and patiently done with great attention to detail; it was as good as hard work could make it. Neatness and pride in work was demonstrated through- out.</td>
<td>Average craftsmanship but not as good as possible with more care, time, effort and attention to detail. Quality varied from project to project.</td>
<td>Below average effort. Sloppy with an overt lack of pride in the quality of work presented.</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>Depth of thought with thorough, candid, and thought- provoking replies, which reflect personal/ professional experiences. Rare, if any, errors in spelling, punctuation, or grammar. Captivating, interesting and pleasurable to read.</td>
<td>Replies vague, generic, superficial. Strays from topic. Errors in grammar, spelling and punctuation a distraction. Word processing advised due to poor penmanship. Seems rushed. Not engaged in topic.</td>
<td>Replies missing or incomplete. Did not follow directions. Gave only “Yes” or “No” re- plies without offering further discussion to justify the response.</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Enthusiastically developed creative and engaging lesson plans which thoroughly incorporated the topic in to the curriculum and were grade level appropriate.</td>
<td>Lesson plans incorporated the topic but not as detailed or engaging as hard work could make them; not grade level appropriate.</td>
<td>Lesson plans incomplete or did not demonstrate incorporation of the topic chosen.</td>
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**Instructor / Student Contact**

I will email you when I receive word of your enrollment from FPU, welcoming you to the course and advising you that shipment of your materials under way. You may contact me at any time as you work through the course materials with questions, comments or concerns. I also ask that you email me (at: SteveYoungFPUniv@aol.com) upon completion of the Media Exercises to let me know how your work in the course is progressing.

To register for courses go to http://ce.fresno.edu/cpd and log in
Schedule of Topics and Assignments

Pre-Course Survey

Section 1. Textbook Chapter Questions

Section 2. What is Communication?

Section 3. Exercise #1- Signs & Symbols

Section 4. Exercise #2- Aural Communication

Section 5. Visual Communication & Language

Section 6. Storyboards

Section 7. Exercise #3 - Storyboarding

Section 8. Exercise #4 - Television Diary

Section 9. Types of Programming

Section 10. Exercise #5 - What Am I Watching

Section 12. Exercise #6 - Video Lessons

Section 13. Advertising

Section 14. Exercise #7 - Violence

Section 15. Exercise #8 - Stereotypes

Section 16. Instructor / Student Contact

Section 17. Textbook projects

Section 18. Standards correlation chart

Section 19. Course evaluation

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Date of Revision 03/10/17

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Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report, as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog. URL http://www.fresno.edu.

References

www.medialit.org/about-cml
www.education-world.com/standards
www.ncte.org
www.medialiteracynow.org/resources

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4 | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5 | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6 | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

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FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcomes Oral Communication: Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.</th>
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<tr>
<td>Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.</td>
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<tr>
<td>Content Knowledge: Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<tr>
<td>Reflection: Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.</td>
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<tr>
<td>Critical Thinking: Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.</td>
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<tr>
<td>Moral Reasoning: Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.</td>
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<tr>
<td>Service: Students will demonstrate service and reconciliation as a way of leadership.</td>
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<tr>
<td>Cultural and Global Perspective: Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.</td>
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<tr>
<td>Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.</td>
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<tr>
<td>Information Literacy: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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Course Completion Checklist

Survey 1 (Pre-course Teacher Survey)

Textbook Chapter Questions (choose any NINE of the SIXTEEN presented)

Chapter #______ Question
Chapter #______ Question
Chapter #______ Question
Chapter #______ Question
Chapter #______ Question
Chapter #______ Question
Chapter #______ Question
Chapter #______ Question
Chapter #______ Question

Media Exercises (your choice of any FOUR of the EIGHT offered)

Media Exercise #________
Media Exercise #________
Media Exercise #________
Media Exercise #________

Instructor / Student Contact

Email me at SteveYoungFPUniv@aol.com

Textbook Projects (complete any FOUR)

Textbook Project #________
Textbook Project #________
Textbook Project #________
Textbook Project #________

Standards Correlation Chart

Course Evaluation

Submit Request for Online Grading

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