PennState

SENATE COMMITTEE ON CURRICULAR AFFAIRS

COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
STEPHEN COUCH	src	University College (UC)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: ☒ Add ☐ Change ☐ Drop

Course Designation

(SOC 20N) Critical Media Literacy

Course Information

Cross-Listed Courses:

COMM 20N(CM)

Prerequisites:

None

Corequisites:

None

Concurrents:

None

Recommended Preparations:

None

Abbreviated Title: Crit Med Lit

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

☐ Writing/Speaking (GWS)

☐ Quantification (GQ)

Knowledge Domains

☐ Health & Wellness (GHW)

☐ Natural Sciences (GN)

☒ Arts (GA)

☐ Humanities (GH)

☒ Social and Behavioral Sciences (GS)

Additional Designations

☐ Bachelor of Arts

☐ International Cultures (IL)

☐ United States Cultures (US)

☐ Honors Course

☐ Common course number - x94, x95, x96, x97, x99

☐ Writing Across the Curriculum

First-Year Engagement Program

☐ **First-Year Seminar**

Miscellaneous

☐ **Common Course**

GE Learning Objectives

☒ **GenEd Learning Objective: Effective Communication**

☐ **GenEd Learning Objective: Creative Thinking**

☒ **GenEd Learning Objective: Crit & Analytical Think**

☐ **GenEd Learning Objective: Global Learning**

☒ **GenEd Learning Objective: Integrative Thinking**

☐ **GenEd Learning Objective: Key Literacies**

☒ **GenEd Learning Objective: Soc Resp & Ethic Reason**

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Sociology (UPLA_SOC)
Effective Semester:	Upon Approval
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:
I. Introduction to Critical Media Literacy
II. Introduction to Analyzing Media Content
III. Economics, Social Class, Media Corporations and Policy

IV. Media Organizations

V. Rhetorical and Performance Analysis

VI. Cultural Studies and Race

VII. Psychological Analysis

VIII. Media and Audiences

IX. The Medium and the Message

X. Gender and Media

XI. War and Peace in Media
XII. Humor, Culture Jamming and Other Disruptions

XIII. Environment and Media
XIV. Content Area of Professor's Expertise: Disasters and Popular Culture
XV. Media Project Presentations and Responses

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:
I. Introduction to Critical Media Literacy
Introduction to critical media literacy field and mode of analysis (2 hours)
II. Introduction to Analyzing Media Content
Methods and questions to ask when analyzing media content (2 hours)
III. Economics, Social Class, Media Corporations and Policy
Capitalism (1 hour)
Media corporations under capitalism and media policy (1 hour)

IV. Media Organizations
Variety and structures of media organizations (1 hour)
Consequences of media organizational structures (1 hour)

V. Rhetorical and Performance Analysis
Theory and methods of rhetorical and performance analysis (1 hour)
Application of rhetorical and performance analysis (1 hour)

VI. Cultural Studies and Race
Theory and methods of cultural studies (1 hour)
Application of cultural studies to race (1 hour)

VII. Psychological Analysis
Theory and methods of psychological analysis (1 hour)
Application of psychological analysis (1 hour)

VIII. Media and Audiences
Theory and methods of reception and audience analysis (1 hour)
Application of reception and audience analysis (1 hour)

IX. The Medium and the Message
Relationships of media content to media forms (2 hours)

X. Gender and Media
Theory and methods of gender analysis (1 hour)
Application of gender analysis (1 hour)

XI. War and Peace in Media
Analysis of gender portrayals of war and peace (2 hours)
XII. Humor, Culture Jamming and Other Disruptions
Analysis of humor, culture jamming and other disruptions to dominant media (2 hours)

XIII. Environment and Media
Analysis of portrayals of natural environment in media (2 hours)
XIV. Content Area of Professor's Expertise
Analysis of media and content area of professor's expertise (2 hours)
XV. Media Project Presentations and Responses
Presentations and discussion of student media projects (3 hours)
XVI. Labs
Introduction of Media Commons and One-Button Studio (1 hour)
Library Resources (1 hour)
Project Planning and Outlining (1 hour)
Story Boarding (1 hour)
Still Photography (1 hour)
Video Production Techniques (2 hours)
Editing (1 hour)
Lab Assignment Presentations and Discussion (3 hours)
Open Labs (topics as needed) (3 hours)

Course Description:
We live in a world in which we are surrounded with media messages that influence how we think and act. Since we are so immersed in media culture, it is important that we know how to analyze media content, production and reception, so that media can become tools for liberation and creativity, not control. In this course, we will learn to critically analyze work produced in different forms of mass communication. The course focuses on power, ideology and social inequality, analyzing relationships between media producers and audiences, and between information, the politics of representation, and power, including a focus on the crucial areas of gender, sexuality, class, and race. The course takes a dialectical perspective that focuses on both theory and practice, providing students with the opportunity and knowledge necessary to produce their own short film using the resources of Penn State's media commons.

The name(s) of the faculty member(s) responsible for the development of the course:

ı Name: STEPHEN COUCH (src)

Title:

Phone:

Address:

Campus: SL

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:
This section should define what the student is expected to learn and what skills the student will develop.
By the end of this course, you will be able to:
1. Explain that media products are social constructions, created by individuals who make conscious and unconscious choices about what to include, what to leave out and how to present what is included.
2. Know how the meaning of media products is negotiated by the audience, based on factors including age, gender, race, education, and social class.
3. Analyze how the socio-economic structure of corporate capitalism influences the production, distribution and reception of media products.
4. Analyze how dominant ideological messages are conveyed and resisted through media products.
5. Describe how media products and their meaning are shaped to an important extent by the medium and aesthetic form that they

take.
6. Analyze how power (economic, social, cultural, psychological) plays a critical role in all parts of the media system.

Evaluation Methods:
Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.
Students will be evaluated through weekly written assignments/exercises (25%), written responses to course readings (15%), lab exercises (25%), class discussion (10%), and a semester-long media project (25%). The assessments will focus on achieving the following course objectives:
Written assignments/exercises: CO 1,2,3,4,6
Written responses to course readings: CO 2,3,4,6
Lab exercises: CO 1,2,5
Class discussion - CO 1,2,3,4,5,6
Media project - CO 1,2,4,5
In addition, the assessments will focus on achieving the following General Education Objectives:
Written assignments/exercises: Effective Communication; Critical and Analytical Thinking; Integrative Thinking; Social Responsibility and Ethical Reasoning
Written responses to course readings: Effective Communication; Critical and Analytical Thinking; Integrative Thinking
Lab exercises: Effective Communication; Integrative Thinking
Class discussion - Effective Communication; Critical and Analytical Thinking; Integrative Thinking; Social Responsibility and Ethical Reasoning
Media project - Effective Communication; Integrative Thinking; Social Responsibility and Ethical Reasoning
Also, the Student Assessment of Their Learning Gains (SALG) will be used to create three surveys for students – a baseline survey to be given before the class begins; a mid-term evaluation instrument; and a survey to be administered at the end of the class.

Relationship/Linkage of Course to Other Courses:
This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.
The course presents and integrates concepts and analytical methods presented in a number of introductory level courses, including communications, sociology, psychology, film analysis and production, and integrated arts. It distinguishes itself from other communications courses by its grounding in critical theory and analysis, including an emphasis on power, ideology, social inequality, and social change, and in encompassing both theory and practice by including the production of media works as well as analysis.

Relationship of Course to Major, Option, Minor, or General Education:
This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.
This course will be an Inter-Domain General Education course (GA and GS).

A description of any special facilities:
The course will make use of the Media Commons located at all Penn State campuses.

Frequency of Offering and Enrollment:
The course can be offered every year or every semester, depending on the size of the campus and student demand. Sections should be limited to a maximum of 24 students.

Alignment with General Education Objectives

☒ **EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.**

☐ **KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.**

☒ **CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.**

☒ **INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.**

☐ **CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.**

☐ **GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures**

and systems; and evaluate the implications for people's lives.

☒ **SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-- knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.**

What component(s) of the course will help students acheive the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

EFFECTIVE COMMUNICATION: students will have the opportunity to exchange information and ideas through written and oral analysis of media products. They will learn to articulate and exchange divergent, opposing viewpoints concerning media in a constructive and civil learning environment.

CRITICAL AND ANALYTICAL THINKING: students will develop critical thinking skills by learning and utilizing critical media literacy analytical approaches to media content, production, and reception. They will learn to evaluate differing theories and analyses based on evidence and reasoning.

INTEGRATIVE THINKING: students will learn to utilize, analyze and synthesize knowledge from different knowledge domains, especially the arts and social sciences. They will come to understand various theoretical and methodological approaches of the different domains, with an emphasis on how the approaches can complement each other to achieve a fuller understanding of the subject matter.

CREATIVE THINKING: students will analyze media and media systems synthesizing critical analytical theories and skills drawn from several domains and traditions. They will learn to creatively construct their own analyses and to produce their own creative media works.

The following maps the course learning objectives to the four general education objectives emphasized in this course:

COURSE LEARNING OBJECTIVE (Gen Ed Key Learning Objective Addressed)

Students will understand that media products are social constructions, created by individuals who make conscious and unconscious choices about what to include, what to leave out and how to present what is included. (Ka, Kc, Kd, Ke)

Students will understand that the meaning of media products is negotiated by the audience, based on factors including age, gender, race, education, and social class. (Ka, Kd)

Students will understand how the socio-economic structure of corporate capitalism influences the production, distribution and reception of media products. (Ka, Kc, Kd)

Students will understand how dominant ideological messages are conveyed and resisted through media products. (Ka, Kc, Kd)

Students will understand that media products and their meaning are shaped to an important extent by the medium and aesthetic form that they take. (Ka, Kc, Kd, Ke)

Students will understand that power (economic, social, cultural, psychological) plays a critical role in all parts of the media system. (Ka, Kc, Kd)

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

COURSE ASSESSMENT (Gen Ed Key Learning Objective Addressed)

Reading assignments (Ka, Kc, Kd)

Weekly exercises/writing assignments (Ka, Kc, Kd)

Lab assignments (Ka, Ke)

Final media project (Ka, Ke)

General Education Domain Criteria

General Education Designation: Inter-Domain

GA Criteria

☒ **Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in**

other areas

☐ **Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor**

☒ **Demonstrate competence in the creation of works of art and design**

☒ **Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works**

☐ **Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation**

What components of the course will help students acheive the domain criteria selected above?

• 1. Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas: students will learn theories and methods of inquiry in the arts through readings and lectures, and will apply them to the analysis of media works. Students will also learn and apply social science theories and methods to media works and social systems, learning how the approaches complement each other.
• 3. Demonstrate competence in the creation of works of art and design: students will create several small media works during the semester, as well a a major media project as the culminating work in the course.
• 4. Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works: students will analyze numerous creative media works throughout the course, focusing on interrelationships between power, ideology and social inequality in the creation, meaning, reception and distribution of media works.

The following maps Course Learning Objectives with the three GA Student Learning Criteria addressed:

COURSE LEARNING OBJECTIVE (Gen Ed Key Learning Objective Addressed)
Students will understand that media products are social constructions, created by individuals who make conscious and unconscious choices about what to include, what to leave out and how to present what is included. (GA1, GA2, GA3)
Students will understand that the meaning of media products is negotiated by the audience, based on factors including age, gender, race, education, and social class. (GA1, GA3)
Students will understand how the socio-economic structure of corporate capitalism influences the production, distribution and reception of media products. (GA1, GA3)
Students will understand how dominant ideological messages are conveyed and resisted through media products. (GA1, GA3)
Students will understand that media products and their meaning are shaped to an important extent by the medium and aesthetic form that they take. (GA1, GA2, GA3)
Students will understand that power (economic, social, cultural, psychological) plays a critical role in all parts of the media system. (GA1, GA3)

GS Criteria

☒ **Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas**

☒ **Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences**

☒ **Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings**

☐ **Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems**

☐ **Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences**

What components of the course will help students acheive the domain criteria selected above?

• 1. Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas: students will learn theories and methods of inquiry in the social and behavioral sciences through readings and lectures, and will apply them to the analysis of media works. Students will also learn and apply arts theories and methods to media works and social systems, learning how the approaches complement each other.

• 2. Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences: students will learn major critical theoretical approaches to media analysis, including Marxism, cultural studies, symbolic interactionism, and ideological analysis, through lectures and readings. They will learn to use these theories to analyze media through written exercises, discussion, and production of their own media products.

• 3. Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings: students will understand the historical and contemporary interaction of capitalist socio-economic structures and culture and how they affect artistic creation, production, distribution, and reception of media works through lectures, readings, and films.
The following maps Course Learning Objectives with the three GS Student Learning Criteria addressed:

COURSE LEARNING OBJECTIVE (Gen Ed Key Learning Objective Addressed)
Students will understand that media products are social constructions, created by individuals who make conscious and unconscious choices about what to include, what to leave out and how to present what is included. (GS1, GS2, GS3)
Students will understand that the meaning of media products is negotiated by the audience, based on factors including age, gender,

race, education, and social class. (GS1, GS2, GS3)
Students will understand how the socio-economic structure of corporate capitalism influences the production, distribution and reception of media products. (GS2, GS3)
Students will understand how dominant ideological messages are conveyed and resisted through media products. (GS2, GS3)
Students will understand that media products and their meaning are shaped to an important extent by the medium and aesthetic form that they take. (GS1, GS3)
Students will understand that power (economic, social, cultural, psychological) plays a critical role in all parts of the media system. (GS2, GS3)

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Students will learn how to analyze works of media and will produce media works themselves (GA). Students will learn how the creation, production, dissemination, and interpretation of media works are influenced by the structures and cultures of groups in society (GS).

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The topic of the course lends itself to integration of both domains, which will occur throughout the course. This will be the course's emphasis. At the same time, it is possible to break topics into those that emphasize one domain or the other:
GA (21 hours)
Introduction to Critical Media Literacy (1 hour)
Introduction to Analyzing Media Content (2 hours)
Rhetorical and Performance Analysis (2 hours)
The Medium and the Message (2 hours)
Labs (14 hours)
GS (17 hours)
Introduction to Critical Media Literacy (1 hour)
Economics, Social Class, Media Corporations and Policy (1 hour)
Media Organizations (1 hour)
Cultural Studies and Race (2 hours)
Psychological Analysis (2 hours)
Media and Audiences (2 hours)The
Gender and Media (2 hours)
War and Peace in Media (2 hours)
Humor, Culture Jamming and Other Disruptions (2 hours)
Environment and Media (2 hours)
The other hours in the course will explicitly integrate the two knowledge domains through, for example, discussion of students' created works, including their course media project.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

This course is ideal for being team-taught by two instructors, each with knowledge of one domain. Alternatively, an instructor should have expertise in GA or GS, with knowledge in the other domain. Inviting guests to class, especially in an instructor's secondary domain, would be a good strategy. Instructors should also either have technical knowledge in media production, or a desire to learn this knowledge along with their students. Campus librarians, instructional designers and media commons consultants can provide excellent resources.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Reading assignments - provide readings in GA and GS; written responses and class discussions emphasize integration.
Weekly exercises/writing assignments - require analysis of media texts and social scientific aspects of their creation, distribution and reception.
Lab assignments - give students the opportunity to learn production techniques and integrate production with analysis by responding to the works of other students.
Final media project - give students the opportunity to produce a semester-long media work and integrate production with analysis by responding to the works of other students.

Campuses That Have Offered ( ) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK

UPLOADED DOCUMENTS FOLLOW:

SOC/COMM 20N

CRITICAL MEDIA LITERACY

Instructor	Stephen R. Couch
Title	Professor of Sociology
Office Phone	570-385-6086
Office Address	203A Classroom Building
Office Hours	
E-mail	src@psu.edu
Location	
Times	
Start Date	January 8, 2018
Course Credits	3

Readings/Texts

Ott,, Brian L. and Robert L. Mack. 2014. *Critical Media Studies: An Introduction.* 2nd edition. Malden, MA: Wiley-Blackwell.

Additional required and optional readings are available electronically through the Penn State Libraries by links to articles or on electronic reserve.

Students should purchase a thumb drive on which to keep a copy of their work.

General Education Learning Objectives

The following General Education Learning Objectives will be covered in this course:

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Course Description

We live in a world in which we are surrounded with media messages that influence how we think and act. Since we are so immersed in media culture, it is important that we know how to analyze media content, production and reception, so that media can become tools for liberation and creativity, not control. In this course, we will learn to critically analyze work produced in different forms of mass communication. The course focuses on power, ideology and social inequality, analyzing relationships between media producers and audiences, and between information, the politics of representation, and power, including a focus on the crucial areas of gender, sexuality, class, and race. The course takes a dialectical perspective that focuses on both theory and practice, providing you with the opportunity and knowledge necessary to produce your own short film using the resources of Penn State's media commons.

Course Learning Objectives

By the end of this course, you will be able to:

1. Understand that media products are social constructions, created by individuals who make conscious and unconscious choices about what to include, what to leave out and how to present what is included.

2. Know how the meaning of media products is negotiated by the audience, based on factors including age, gender, race, education, and social class.

3. Analyze how the socio-economic structure of corporate capitalism influences the production, distribution and reception of media products.

4. Analyze how dominant ideological messages are conveyed and resisted through media products.

5. Describe how media products and their meaning are shaped to an important extent by the medium and aesthetic form that they take.

6. Analyze how power (economic, social, cultural, psychological) plays a critical role in all parts of the media system.

You will accomplish these outcomes by learning to analyze media using several social scientific and artistic frameworks, and by producing media products yourselves.

Course Prerequisites

None

Grading Policy

Grades will be based on weekly assignments (25%), lab exercises (25%), class participation (25%), and a final media project (25%). Letter grades will be determined as follows: A - 94% and higher; A- - 90%-93%; B+ - 87%-89%; B - 84%-86%; B- - 80%-83%; C+ - 77%-79%; C - 70%-76%; D - 60%-69%; F - 0%-59%.

Attendance Policy

Attendance is required at all class sessions. If you must miss a class due to illness or emergency, you must notify the professor by email prior to the class meeting you will miss. Unexcused absences will lower your participation grade.

Exam Policy

There is no final examination in this course. The final media project will substitute for a final exam.

Academic Integrity

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be

reported to the **University's** Judicial Affairs office for possible further disciplinary sanction.

Disability Policy

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the me as soon as possible.

Miscellaneous

COURSE CANCELLATION POLICY: If the professor must cancel class due to illness or emergency, he will send an email to students' CANVAS email address.

Course Summary:

Date	Details	
Wed Jan 10, 2018	Reading: Implementing Photovoice in Your Community	due by 12pm
	Reading: Kellner and Share	due by 12pm
	Reading: Ott and Mack, Chapter 1	due by 12pm
Wed Jan 17, 2018	Reading: Key Concepts of Media Literacy	due by 12pm
	Weekly Assignment 1	due by 12pm
Fri Jan 19, 2018	Lab Assignment 1	due by 12pm

Date	Details	
Mon Jan 22, 2018	Project Topic	due by 12pm
	Reading: Literacy for the 21st Century	due by 12pm
	Reading: Ott and Mack, Chapter 2	due by 12pm
Wed Jan 24, 2018	Weekly Assignment 2	due by 12pm
Fri Jan 26, 2018	Lab Assignment 2	due by 12pm
Mon Jan 29, 2018	Project Description	due by 12pm
	Reading: Ott and Mack, Chapter 3	due by 12pm
Wed Jan 31, 2018	Weekly Assignment 3	due by 12pm
Mon Feb 5, 2018	Project Outline	due by 12pm
	Reading: Ott and Mack, Chapter 5	due by 12pm
Wed Feb 7, 2018	Weekly Assignment 4	due by 12pm
Fri Feb 9, 2018	Lab Assignment 3	due by 12pm
Mon Feb 12, 2018	Reading: Ott and Mack, Chapter 6	due by 11:59pm

Date	Details	
Wed Feb 14, 2018	Weekly Assignment 5	due by 12pm
Mon Feb 19, 2018	Project Update #1	due by 12pm
	Reading: Ott and Mack, Chapter 7	due by 12pm
Wed Feb 21, 2018	Weekly Assignment 6	due by 12pm
Fri Feb 23, 2018	Lab Assignment 4	due by 12pm
Mon Feb 26, 2018	Reading: Ott (2)	due by 12pm
	Reading: Ott and Mack, Chapter 10	due by 12pm
	Reading: Ott and Mack, Chapter 11	due by 12pm
Wed Feb 28, 2018	Weekly Assignment 7	due by 12pm
Mon Mar 12, 2018	Reading: Ott and Mack, Chapter 13	due by 12pm
	Storyboard	due by 12pm
Wed Mar 14, 2018	Weekly Assignment 8	due by 12pm
Fri Mar 16, 2018	Lab Assignment 5	due by 12pm

Date	Details	
Mon Mar 19, 2018	Reading: Ott and Mack, Chapter 8	due by 12pm
	Reading: Ott and Mack, Chapter 9	due by 12pm
Wed Mar 21, 2018	Weekly Assignment 9	due by 12pm
Mon Mar 26, 2018	Project Update #2	due by 12pm
	Reading: Abid and Manan	due by 12pm
	Reading: Al-Rawi	due by 12pm
	Reading: Couch and Wade	due by 12pm
	Reading: Gezari	due by 12pm
Wed Mar 28, 2018	Weekly Assignment 10	due by 12pm
Mon Apr 2, 2018	Reading: Ott and Mack, Chapter 14	due by 12pm
Wed Apr 4, 2018	Weekly Assignment 11	due by 12pm
Mon Apr 9, 2018	Project Update #3	due by 12pm
	Reading: Bryant	due by 12pm
	Reading: Good	due by 12pm
	Reading: Yadav and Rani	due by 12pm

Date	Details	
Wed Apr 11, 2018	Weekly Assignment 12	due by 12pm
Mon Apr 16, 2018	Reading: Couch	due by 12pm
	Reading: Houston	due by 12pm
	Reading: Mazur	due by 12pm
	Reading: Omohundro	due by 12pm
Wed Apr 18, 2018	Weekly Assignment 13	due by 12pm
Fri Apr 20, 2018	Final Project	due by 11:59pm
	0. Media Commons Overview Module Commonwealth Campuses	
	1. Introduction To The iMovie Interface	
	10. Adding Music and Sound Effects	
	11. Adding Titles	
	12. Adding Green Screen Footage	
	13. Sharing and Exporting	
	14. Manually Backing up Your Project	
	15. Back Up Your Project Using the Media Commons iMovie Backup App	
	2. Importing Footage and Creating a New Project	
	3. Selecting and Adding Footage to a Project	
	4. Editing In The Project Window	

Date	Details