SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

<table>
<thead>
<tr>
<th>Name</th>
<th>User ID</th>
<th>College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEPHEN COUCH</td>
<td>src</td>
<td>University College (UC)</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

Academic Home: Liberal Arts (LA)
Type of Proposal: [X] 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)
- [X] Arts (GA)
- [ ] Humanities (GH)
- [X] 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)
Cultural Studies and Race
Theory and methods of cultural studies (1 hour)
Application of cultural studies to race (1 hour)

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

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

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

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

War and Peace in Media
Analysis of gender portrayals of war and peace (2 hours)

Humor, Culture Jamming and Other Disruptions
Analysis of humor, culture jamming and other disruptions to dominant media (2 hours)

Environment and Media
Analysis of portrayals of natural environment in media (2 hours)

Content Area of Professor’s Expertise
Analysis of media and content area of professor’s expertise (2 hours)

Media Project Presentations and Responses
Presentations and discussion of student media projects (3 hours)

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 forming, 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
What component(s) of the course will help students achieve 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:

<table>
<thead>
<tr>
<th>COURSE LEARNING OBJECTIVE (Gen Ed Key Learning Objective Addressed)</th>
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<tbody>
<tr>
<td>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)</td>
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<tr>
<td>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)</td>
</tr>
<tr>
<td>Students will understand how the socio-economic structure of corporate capitalism influences the production, distribution and reception of media products. (Ka, Kc, Kd)</td>
</tr>
<tr>
<td>Students will understand how dominant ideological messages are conveyed and resisted through media products. (Ka, Kc, Kd)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Students will understand that power (economic, social, cultural, psychological) plays a critical role in all parts of the media system. (Ka, Kc, Kd)</td>
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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)
What components of the course will help students achieve 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 understand 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)
- 2. Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences: 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)
- 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 socio-economic structure of corporate capitalism influences the production, distribution and reception of media products. (GA1, GA3)
- 4. Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems: students will understand that power (economic, social, cultural, psychological) plays a critical role in all parts of the media system. (GA1, GA3)
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
UPLOAD 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

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 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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due by</th>
<th>12pm</th>
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<tbody>
<tr>
<td>Wed Jan 10, 2018</td>
<td>Reading: Implementing Photovoice in Your Community</td>
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<td>Reading: Kellner and Share</td>
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<td>Reading: Ott and Mack, Chapter 1</td>
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<td>Wed Jan 17, 2018</td>
<td>Reading: Key Concepts of Media Literacy</td>
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<td>Weekly Assignment 1</td>
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<td>Mon Jan 22, 2018</td>
<td>Project Topic</td>
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<td>Reading: Literacy for the 21st Century</td>
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<td>Reading: Ott and Mack, Chapter 5</td>
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<td>Wed Feb 7, 2018</td>
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<td>Fri Feb 9, 2018</td>
<td>Lab Assignment 3</td>
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<td>Mon Feb 12, 2018</td>
<td>Reading: Ott and Mack, Chapter 6</td>
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<td><strong>Lab Assignment 4</strong></td>
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<td>Mon Feb 26, 2018</td>
<td><strong>Reading: Ott (2)</strong></td>
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<td></td>
<td><strong>Reading: Ott and Mack, Chapter 10</strong></td>
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<td><strong>Reading: Ott and Mack, Chapter 11</strong></td>
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<td><strong>Weekly Assignment 7</strong></td>
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<td><strong>Storyboard</strong></td>
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<td>Wed Mar 14, 2018</td>
<td><strong>Weekly Assignment 8</strong></td>
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<td>Fri Mar 16, 2018</td>
<td><strong>Lab Assignment 5</strong></td>
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<td>Mon Mar 19, 2018</td>
<td>Reading: Ott and Mack, Chapter 8</td>
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<td>Reading: Ott and Mack, Chapter 9</td>
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<td>Project Update #2</td>
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<td></td>
<td>Reading: Abid and Manan</td>
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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
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<td>5. Adding A Cutaway</td>
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<td>6. Adding Effects</td>
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<td>7. Adding and Editing Photos</td>
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