

IDS 3309: How We Know What We Know
Term: Fall 2020 Section:
(Subject to change at the professor's discretion)

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COURSE DESCRIPTION AND PURPOSE

How We Know What We Know is a course that merges the skills of global information literacy with the critical perspective required to ascertain and measure the authenticity and credibility involved in academic and casual research and writing.

The course is designed for students in all disciplines to experience the effects of information on their lives and the local, national and global communities. It explains how information gets made and why it gets made the way it does.

- Students will define Media and Information Literacy.
- Students will identify and critically evaluate types, sources, and formats of information to develop searches that produce new views and attitudes toward issues, trends, and systems.
- Students will examine media messages using a theoretical approach.
- Students will compare and contrast factors in the balance between the right to privacy and free and open access to information in global societies.
- Students will identify ways they intend to act as information literacy ambassadors to help others better understand the creation and uses of information.

ESSENTIAL QUESTIONS

In broad terms, the course will increase your knowledge of issues, processes, trends, and systems in the collection, analysis and use of information on local, national, and global scales. Toward those ends, you will be challenged by these general, broad based questions:

1. What roles do information and information literacy play in how we interpret world events?
2. How does culture and angle of vision affect interpretation of information?
3. What knowledge and skills are necessary to help today's global citizens become more effective information consumers and scholars?

UNIVERSITY CORE CURRICULUM (UCC) OUTCOMES

1. **Critical Thinking:** Students will demonstrate the ability to reflect critically upon the human condition through interpretive ability and cultural literacy.
2. **Written and Oral Communication:** Students will demonstrate the ability to organize and clearly express knowledge and ideas orally and in writing.
3. **Content Knowledge:** Students will demonstrate the ability to identify the factors that contribute to media literacy and its influence on how media consumers interpret world events.

GLOBAL LEARNING (GL) OUTCOMES

1. Global perspective: Students will be able to analyze skills of global information literacy with a critical perspective other than their own
2. Global Awareness: Students will demonstrate knowledge and understanding of the interconnectedness of local, national, and international cultural groups and issues
3. Global Engagement: Students will demonstrate an ability to interact ethically and responsibly with local, national, and international communities. *This is a global learning Foundations course that counts towards your FIU Global Learning Graduation Requirement.

GORDON RULE

This course is a "Gordon Rule" course. The Gordon Rule requires students in Florida public universities to complete a minimum of writing intensive courses. FIU Gordon Rule courses meet this requirement by assigning a **minimum of three writing assignments**, reasonably sequenced throughout the course, typically totaling 3,500 words or more. At FIU, in a Gordon Rule course, writing will be evaluated based on the following characteristics:

- Driven by a clear thesis or controlling idea.
- Supports thesis with adequate reasons and evidence.
- Displays sustained analysis and critical thought.
- Is organized clearly and logically.
- Shows knowledge of conventions of formal written English.
- Shows awareness of disciplinary conventions in regard to content, style, form, and delivery method.

IMPORTANT COURSE INFORMATION

PREREQUISITES

- ENC 1101 & ENC 1102

UNIVERSITY POLICIES

Please review the [FIU's Policies and Etiquette](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS AND SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. Students with disabilities, as defined by law, have the right to receive needed accommodations if their disabilities make it

difficult to perform academic tasks in the usual way or in the allotted time frame. In order to receive accommodation, students must register with Disability Resource Center (DRC). The DRC at MMC is located in GL 190 and can be reached at 305-348-3532 or drc@fiu.edu. The DRC at BBC is located in WUC 131 and can be reached at 305-919-5211 or drcbbc@fiu.edu. For additional assistance please contact FIU's [Disability Resource Center](#).

RELIGIOUS HOLIDAYS

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from an online class to observe a religious holy day of their faith.

Academic Misconduct

- Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the FIU Student Handbook. This [Code of Academic Integrity](#) was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards.
- Students have the right to due process in disciplinary situations. For additional information concerning student rights and responsibilities, please contact FIU's Office of Student Conduct and Conflict Resolution.
- Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.
- Academic misconduct will not be tolerated in this class. Ignorance of the law is no excuse. Violations of academic integrity will be punished. These violations involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of your university-related work. Academic Misconduct includes the following:
 - **Cheating:** The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, final service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.
 - **Plagiarism:** The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is responsible for plagiarism.
 - **Self-Plagiarism:** According to Turnitin.com, self-plagiarism refers to the practice of presenting one's own work as though it were new. Roig (2006) defines it as "republishing the same paper that is published elsewhere without notifying the reader" and "reusing portions of a previously written (published or unpublished text)." Any student that uses work that has been used in another class will receive a "0."
- Pledge
 - As a student of this university:
 - I will be honest in my academic endeavors.

- I will not represent someone else's work as my own.
- I will not cheat, nor will I aid in another's cheating.

Code of Student Conduct

- A University is a learning community following a tradition more than 1,000 years old. Florida International University is such a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. As a member of this community:
 - I will respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
 - I will respect the opinions and differences of all members of the FIU community.
 - I will practice civility and demonstrate conduct that reflects the values of the institution.
 - I will be diligent and honest in my personal and academic endeavors.
- The FIU Student Handbook outlines the [Student Code of Conduct](#) regarding students with disruptive behavior.

Sexual harassment policy

- For information on the University's policy on sexual harassment, please visit this website: https://hrapps.fiu.edu/index.php?name=sexual_harassment.

Panthers Care & Counseling and Psychological Services (CAPS)

- If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).
- [Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait—call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Policy for Assignment of an incomplete "IN" Grade

- An incomplete grade is a temporary symbol given for work not completed because of a serious interruption NOT caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than, two consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two-semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.
- Incompletes are awarded only if the student has completed most of the coursework. If a student misses a significant portion of the coursework, he/she should drop the course. If the drop period has ended, the student may petition for a withdrawal—this requires the student to un-enroll in all of their courses for that semester.
- Incompletes are not to be used because a student took on too many credits and they cannot complete everything that is now required of them.

READINGS AND RESOURCES

Required readings and resources for this course:

1. **Potter, J. (2019). *Media Literacy (9th Edition)*. ISBN-978-1506366289**

Recommended Supplemental Texts/Materials:

1. American Psychological Association. (2019). *Concise Guide to APA Style (7th edition)*. ISBN: 978-1-4338-3273-4
2. Maggio, R. (2009). *How to Say It Choice Words, Phrases, Sentences, and Paragraphs for Every Situation*. (3rd edition). ISBN: 978-0735204379.
3. Strunk, W. & White, E.B. (2019). *The Elements of Style*. (4th edition). ISBN: 978-0-05309023

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online and independently. Expectations for performance in an online course are the same for a traditional course. **In fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make these courses more demanding for some students.**

This is a skills-based course. This means that your performance will be subjectively graded using rubrics. Because this course is online it is imperative that you follow directions and may need to seek additional outside help and resources. Be cognizant of your skill level and constantly self-evaluate your progress.

Follow the directions, checklists, and resources to help you along the way and READ everything in the Modules. I have tried to give you everything that you need to help you complete your work independently.

Don't wait until the last minute to complete assignments. Assignments are open two weeks prior to their due date to assist you in scheduling your time.

Upload your work early. To prevent issues with upload speeds and connectivity issues. Always get a submission receipt or notification before you reach the deadline.

Technical difficulties will not be an acceptable excuse for not completing course work on time. Because this is an online course, students are required to have computers with up-to-date software and a strong signal for Internet access. This is your responsibility to have a working computer and an Internet signal.

If you run into connectivity issues with Canvas, you are required to contact FIU Online and file a report. They will be able to generate a report and identify a problem. If the issue is on our end, you will be allowed to resubmit your assignment, BUT if the issue is NOT a university issue, you WILL NOT be able to submit your assignment.

Students are expected to:

- Review the How to Get Started in the course content.
- Interact online with the instructor in a professional and respectful manner.
- Keep up with all of assignments.
- Log in to the course at **least twice a week**.
- **Read all announcements and messages in a timely manner.**
- Respond to messages within four (4) days if message requires a response.
- Submit assignments by corresponding deadline (see course schedule for deadlines).

The instructor will:

- Log in to the course at least three (3) times per week.
- Respond to messages within two **business days** from the date sent.
- Post ALL grades within one week of the due date(s) when possible.

COURSE POLICIES

Grading Policy

It is imperative to remember that assignments in this course are graded subjectively. *Subjective means that your grade will be determined by how the instructor believes you have satisfied all of the requirements of the assignment.* Simply completing the assignment will not automatically earn you a good grade; it is **how** you complete the assignment that will determine your grade. Graders will assign grades based on a rubric (see Canvas). You will be provided with feedback (when available) and suggestions for your writing assignments.

All writing assignments must be uploaded to Turnitin via Canvas by the deadline. Make sure you get a submission receipt. DO NOT EMAIL assignments to the instructor. They will not be graded OR counted as on time. ALL LATE ASSIGNMENTS will receive a zero, unless they are excused by the instructor and given a makeup. Please see the policy section on Makeup and Excused Absences for more details. Technical difficulties ARE NOT an acceptable excuse for late work.

NOTE: No grade appeal questions on a writing assignment, quiz or exercise will be entertained seven (7) calendar days after it is posted. Closely watch your academic progress in the course. Make it a point to check grades each time they are posted.

Makeup and Late Work

There are no makeup dates given, WITHOUT EXCEPTION, unless your absence has been excused by the instructor. Requests for makeups are the responsibility of the student and must be sent within one business day of the missed assignment in order to be considered.

Excused absences involve true emergencies (i.e. medical emergency or death in the family), or a recognized religious holiday.

In order to receive consideration for an excused absence, you must do several things:

- It is your responsibility to get in touch with me within one business day in the event you qualify for a makeup exam or quiz, in order to be considered for makeup or to have a late assignment graded. Otherwise, all missed work will receive a zero.

- You must provide **appropriate documentation**. In the case of a medical emergency, you need a doctor or hospital note that says you COULD NOT ATTEND class on that date. In the case of a death (family emergency), you need to provide something documenting the dates and your relationship to the deceased, such as an obituary or funeral program.
- Documentation should be received by the instructor **within 48 hours** of your returning to class.

Examples of **unacceptable** documentation include a note saying you were seen by a doctor or health center, airline tickets to a family event, etc. Other absences that will not count as excused include family events (wedding, family trip, etc.), conflicts with other classes or school related activities (such as grammar exams or reviews), car trouble, a work conflict or an internship obligation. Failure to provide appropriate documentation means the absence will not be excused.

******PLEASE NOTE: TECHNICAL DIFFICULTIES WILL NOT BE AN ACCEPTABLE EXCUSE FOR NOT COMPLETING COURSE WORK ON TIME.**

GRADING

Graders

Each student will be assigned a grader. This person will be in charge of grading and evaluating your written assignments utilizing a predetermined and provided grading rubric providing students with useful comments and feedback. Graders will have a working knowledge of computer-based programs, exceptional skills in grammar, spelling, and APA style.

All evaluations will be completed within the scheduled time (usually 7 days) in order for students to be able to apply comments and feedback to subsequent writing assignments. Students should contact their instructors with general questions about the assignment. Students **should NOT** contact the graders directly.

Students MUST familiarize themselves with the rubric and refer to it for evaluation. Students MUST also familiarize themselves with *Turritin* policies, operations and procedures. There is a support link on Canvas.

Grading Scale

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	95-100	B	83-86	C	70-76
A-	90-94	B-	80-82	D	60-69
B+	87-89	C+	77-79	F	0-59

Your final grade will be based on the following:

Assignment	% final grade	Serves as assessment for
1. Capstone Project	50%	Gordon Rule, UCC (all criteria), GL (Global Engagement)
2. Critical Thinking Activities	30%	Gordon Rule
3. Discussion mini-essays	20%	Gordon Rule
4. Pre and Posttests*	5%	GL (Global Awareness, Global Perspective)
Total	105%	* extra credit

FOLLOW THE DIRECTIONS FOR EACH ASSIGNMENT.

Format your assignments in paragraphs with proper grammar, punctuation, spelling, and APA Style in 12pt. Times New Roman. Please see rubric for evaluation breakdown.

PLAN YOUR ASSIGNMENTS. These assignments need time for research, writing, rewriting, proofreading and editing. You are only doing yourself a disservice if you don't take the time to brainstorm and research before you begin writing.

Remember, writing assignments are evaluated by assigned instructors called "Graders" and must be uploaded to Canvas by 11:59 p.m. EST on the Sunday of the module week they are due. Modules weeks begin on Monday and end on the following Sunday.

READ instructor and grader feedback AND familiarize yourself with the rubric. Both of these will help you structure and improve your writing.

ASSIGNMENTS

Capstone Project (50%)

The Capstone Project will be divided into four (4) parts:

- | | | |
|---|-----|-------------|
| 1. Part 1: Introduction | 10% | (800 words) |
| 2. Part 2: Case Study | 15% | (800 words) |
| 3. Part 3: Final Paper | 15% | (800 words) |
| 4. Part 4: Oral presentation video (2 minutes max.) | 10% | |

For the capstone project, students will select a major headline/event that has sparked controversy in the media and pick **one** of the **six issues** identified and outlined in the text and write an introduction, a case study, a final paper and submit an oral presentation video as a capstone project.

These six issues are:

1. Ownership of Mass Media Businesses
2. Sports
3. Fake News
4. Advertising
5. Media Violence
6. Privacy

Students are required to check individual modules for detailed explanation, directions and grading criteria. The Capstone project assignment contributes to (a) the writing assignments for Gordon Rule, and (b) assessment of the University Core Curriculum outcomes of critical thinking, content knowledge, and written/oral communication skills.

Part 1: Introduction

Write an essay in APA style that analyzes and further develops your topic based on a major headline/news event from one of the six themes: Ownership of Mass Media Businesses, Sports, Fake News, Advertising, Media Violence, or Privacy. You will need to do research outside of your textbook across various information systems.

Your essay will have 800 words and identify the key ideas of the event.

- How did the media shape the event/story?

- How did others react to the way it was portrayed in the media?
- Did others create movements based on the way the media portrayed the event?
- Did people react differently in other parts of the world?
- How was the event shaped by various information systems?

Part 2: Case Study

For this part of the project, you're going to continue using the same topic/event that was used in Capstone Part #1 and do a compare-and-contrast case study. It will require you to view your topic from three different angles: locally, nationally, and globally. Your case study should be written in APA style, have 800 words, and compare and contrast your topic with how it was portrayed from a local, national, and global standpoint.

- Was there a difference with media coverage about your topic in other parts of the world?
- Were the reactions from consumers varied in other parts of the world?
- Did different movements happen in other parts of the world based on the topic/event?
- What were the similarities?
- What were the differences?

Part 3: Final Paper

This part of the Capstone Project will require you to reflect on your capstone project case and what you learned so far about media literacy. Your final paper should be in APA style, will have 800 words and answer the following:

- How did the process of researching influence your understanding as it relates to media literacy?
- Explain how you became more media literate after researching your topic.
- Expound on how your view shifted as it relates to media literacy after completing this project.
- Describe how the project changed your perspective on how media outlets persuade you in viewing and reacting to their content.
- What local and international organizations work on the issue of media literacy? Which of those work on themes related to your capstone project case? How can people get involved with them? Provide contact information and relevant projects or initiatives. Propose an idea for a specific initiative that would increase media literacy among a specific audience around the case you analyzed for your capstone project. (This section of your final paper will be used to assess the Global Engagement Outcome for Global Learning)

Part 4: Oral Presentation Video

You will record yourself presenting a synopsis of your capstone project. Your challenge is to summarize the key points of your case study and main take-aways of your critical analysis. **Refer to the module information for directions on this part of the assignment.** This will be used to score the Oral Communication outcome for UCC assessment.

Critical Thinking Activities (30%)

You will have two (2) activities to complete. These will take place over a two-week period and will require you to record and analyze information.

Critical Thinking Activity # 1: Media Consumption Self-Assessment: Inventory and Critique (15%)

To help you acknowledge the high degree of media exposure and the concept of multitasking, think about how many hours per day you spend on reading newspapers, reading magazines, listening to

the radio, watching movies, watching television, surfing the Internet, playing video games, playing games on your cell phones.

Analyze your daily media consumption honestly and critically. Respond to the following questions in essay format in APA style:

1. How would you describe your pattern of media consumption?
 - a. What media activities do you spend the most time doing?
 - b. What is the total number of hours you spend consuming media content?
 - c. How many hours include multitasking?
2. How does your time-consuming media compare to the time you spend doing other things such as sleeping, eating, and exercising?
3. Do you feel that your media consumption takes time away from doing other “important” things, such as doing homework, chores, work, etc.?
4. What conclusions can you reach about the sources and perspective of your media content?
 - a. What potential biases could you be exposed to?
5. What recommendations would you make to broaden your current media consumption?

Critical Thinking Activity # 2: Analysis of Reality Show and News Show (15%)

To help you understand the media message, watch one episode of a reality show and one episode of a news program. Respond to the following questions in essay format in APA style:

1. What emotions were triggered when you watched both episodes?
2. Do you think these emotions were planned by the producers of the show?
3. If so, what language was used to incite these emotions?
4. Do you feel like you were led to a particular conclusion rather than left to make up your own mind? How so?
5. Was information presented in meaningful context when comparing both shows?
6. Was the information presented in a way that was factual, informative, descriptive, persuasive, coercive? Why?

Requirements for Critical Thinking Assignments:

- Word count: 400. Going under or over the word count will be counted against your overall grade for the assignment.
- Use Times New Roman size 12 pt. double-spaced.
- Essay can be written in first-person.
- Must be written in APA style.
- Submit it as a Word document ONLY.
- Essay should have proper punctuation, grammar, and structure. It should NOT be one huge paragraph. Practice the proper writing skills you learned in ENC 1101 & ENC 1102.
- Similarity index within TurnItIn should be 25% or lower. Higher similarity indexes will receive an automatic zero.

The Critical Thinking Activities contribute to the Gordon Rule writing assignments. Each assignment will be 400 words long for a total of 800 words.

Discussion Questions (20%)

There will be discussion questions posted four (4) times. On the weeks marked for discussion (see the syllabus), the instructor will post one discussion question that serves as our class discussion. This is where you will add your experiences as well as additional sources to the topics of the week. Each original post is worth 5% of your final grade.

These posts are to be discussions and NOT reiterations of the material. You should bring original thoughts to the conversation and NOT simply summarize the information. Think critically and bring to light ideas and/or concepts that are new and share a different perspective.

Modules with Graded Discussions

- Module 2: Chapters 1&2
- Module 4: Chapters 3&4
- Module 7: Chapters 6&7
- Module 11: Chapters 8-11

Directions for each discussion post:

- Think critically about your answers and write thoughtful and insightful sentences.
- Students are expected to: (1) originate their own post AND (2) respond to at least TWO additional classmate’s thread. Make sure you include the other classmate’s full name when responding.
 - Original posts should be 200 words long. Responses to your peers’ posts have no word limit, but to receive full credit you must respond to specific ideas from their original post, not simply indicate that you agreed or that you liked it. Good posts should be concise and to the point and should not ramble or deviate from your point.
- This is not a case of how much you say, but rather how you reason and support your argument.
- Proper grammar, sentence structure, and paragraph-format are required.
- Refrain from just “agreeing” or “liking” your fellow classmate’s response.

The 4 mini essays posted in response to the discussion questions are part of the Gordon Rule writing assignments. Each mini-essay should contain 200 words for a total of 800 words toward the Gordon Rule requirements.

Pre and Post Test (5% - extra credit)

Students will take a 20-question test twice during the semester: at the beginning and end of the term. Ten questions on the test will measure critical thinking from a global perspective competency. Ten questions on the test will measure global awareness competency. This will be used to assess two of the learning outcomes for Global Learning (GL).

COURSE SCHEDULE

Module 1: (Aug. 24-30) Introduction: Why Increase Media Literacy?

To survive in our information-saturated culture, we put our minds on “automatic pilot” in order to protect ourselves from the flood of media messages we constantly encounter. The danger with this automatic processing of messages is that it allows the mass media to condition our thought processes.

Module Level Objectives:

1. Define the “information problem” in today’s culture.
2. Recognize the advantages and disadvantages of automatic routines when processing information.
3. Identify what influences how we code messages.
4. Recognize course objectives, requirements, policies and procedures, as explained in the syllabus.
5. Gain competency in Canvas by learning the functions.

Tasks:

- Review syllabus.
- Read **Welcome E-mail**
- Purchase textbook(s)
- Read **Ch. 1: Why Increase Media Literacy**
- Watch [Information is Food](#)
- Audio [Information Overload is not Unique to Digital Age](#)

Resources:

- Textbook
- Video
- Audio

Learning Activity:

- Upcoming Assignment: **Discussion Post #1: What is Media Literacy & Why is it Important?** DUE: Sunday, Sept. 6 before 11:59 p.m. EST
- Upcoming Assignment: **Pre-Test Due** Sunday, Sept. 6 before 11:59 p.m. EST
- Upcoming Assignment: **Critical Thinking Activity #1** DUE: Sunday, Sept. 13 before 11:59 p.m. EST

Module 2: (Aug. 31-Sept. 6): Introduction: Media Literacy Approach

Media literacy is a set of perspectives that we actively use to expose ourselves to the media and interpret the meaning of the messages we encounter. It is multidimensional and a continuum.

Module Level Objectives:

1. Define Media literacy
2. Identify the three building blocks of media literacy: skills, knowledge structures, and personal focus.
3. List the stages involved in the development of media literacy in individuals.

Tasks:

- Read **Ch. 2: Media Literacy Approach**
- Read **Confronting the Issues, Issue #1: Ownership of Mass Media & Businesses AND Issue #2: Sports** in your textbook (pgs. 333-375) to prepare for Capstone Project
- Watch [EAVI EN - A Journey to Media Literacy](#)
- Watch [Creating Critical Thinkers Through Media Literacy: Andrea Quijada at TEDx](#)
- Watch: [Media Literacy: Mind Versus Mindful: Peter Komendowski at TEDx](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Submit: **Discussion Post #1 What is Media Literacy & Why is it Important?** DUE: Sunday, Sept. 6 before 11:59 p.m. EST
- Submit: **Pre-Test** DUE: Sunday, Sept. 6 before 11:59 p.m. EST
- Upcoming Assignment: **Critical Thinking Activity #1** DUE: Sunday, Sept. 13 before 11:59 p.m. EST

Module 3: (Sept. 7-13): Audience: Individual Perspective

In our information-saturated culture, individuals are constantly processing media messages as they make decisions either consciously or automatically about filtering, meaning matching, and meaning construction. They continually are making these decisions in one of four exposure states: automatic, attentional, transported, and self-reflexive.

Module Level Objectives:

1. Identify information processing tasks of filtering, meaning matching, and meaning construction.
2. Analyze the idea of exposure to media messages.
3. Distinguish between automatic, attentional, and transported exposure states.
4. Describe the media literacy approach as it relates to filtering, meaning matching, and meaning construction.

Tasks:

- Read **Ch. 3: Audience: Individual Perspective**
- Read **Confronting the Issues, Issue #3: Fake News AND Issue #4: Advertising** in your textbook (pgs. 376-411) to prepare for Capstone Project
- Watch [Information Processing Approach and Metacognition](#)
- Watch [How Games Make News Smaller](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Submit: **Critical Thinking Activity #1** DUE: Sunday, Sept. 13 before 11:59 p.m. EST
- Upcoming Assignment: **Discussion Post #2 Audience Self Awareness** DUE: Sunday, Sept. 20 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #1: Introduction** DUE: Sunday, Sept. 27 before 11:59 p.m. EST

Module 4: (Sept. 14-20) Audience: Industry Perspective

The mass media segment the general population into marketing niches then construct niche audiences by creating special content to attract certain kinds of people to each niche so that access to those audiences can be sold to advertisers.

Module Level Objectives:

1. Define Mass Audience.
2. Identify audience niches as it relates to segmentation.

3. Describe how the mass media tailors messages for audiences.
4. Evaluate their own media exposure habits.

Tasks:

- Read **Ch. 4: Audience: Industry Perspective**
- Read **Confronting the Issues, Issue #5: Media Violence AND Issue #6: Privacy** in your textbook (pgs. 412-462) to prepare for Capstone Project
- Watch [Frontline: Merchants of Cool](#)
- Watch [What is Cross Media Marketing?](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Submit: **Discussion Post #2 Audience Self Awareness** DUE: Sunday, Sept. 20 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #1: Introduction** DUE: Sunday, Sept. 27 before 11:59 p.m. EST

Module 5: (Sept. 21-27) Capstone Part #1: Introduction

Learning Activity:

- Submit: **Capstone Project Part #1: Introduction** DUE: Sunday, Sept. 27 before 11:59 p.m. EST
- Upcoming Assignment: **Discussion Post #2 Complex and Interdependent Relationships** DUE: Sunday, Oct. 11 before 11:59 p.m.

Module 6: (Sept. 28-Oct. 4) Development of the Mass Media Industries

Historically the mass media industries have followed a life cycle pattern of development (innovation, growth, peak, decline, and adaptation stages) but now the most powerful force shaping its current nature is convergence.

Module Level Objectives:

1. Explain the stages in the patterns of development as it relates to mass media industries.
2. Recognize the importance of convergence.
3. Analyze how convergence changed message distribution from channels to audience niches.

Tasks:

- Read **Ch. 6: Development of the Mass Media Industries**
- Watch [Development of Mass Media \(1900s - 1950s\)](#)
- Watch [The all cyborgs](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Upcoming Assignment: **Discussion Post #3 Complex and Interdependent Relationships** DUE: Sunday, Oct. 11 before 11:59 p.m.
- Upcoming Assignment: **Critical Thinking Activity #2** DUE: Sunday, Oct. 18 before 11:59 p.m. EST

Module 7: (Oct. 5-11) Economic Perspective

The businesses in the media industries are in strong competition with each other to acquire limited resources, play the high-risk game of appealing to audiences, and achieve a maximum profit.

Module Level Objectives:

1. Identify the components of the media game of economics.
2. Identify the players of the media game of economics.
3. Synthesize how the structure and economics of the mass media play in decision making.

Tasks:

- Read **Ch. 7: Economic Perspective**
- Watch [Lisa Gansky: The Future of Business is the Mesh](#)
- Watch [How Data Will Transform Business](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Submit: **Discussion Post #3 Complex and Interdependent Relationships** DUE: Sunday, Oct. 11 before 11:59 p.m.
- Upcoming Assignment: **Critical Thinking Activity #2** DUE: Sunday, Oct. 18 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #2: Case Study** DUE: Sunday, Oct. 25 before 11:59 p.m.

Module 8: (Oct. 12-18) Media Content and Reality & News

The media spin reality to make it appear more exciting and thus attract people away from their real lives.

News is not a reflection of actual events; it is a construction by news workers who are subjected to many influences and constraints.

Module Level Objectives:

1. Identify the differences between fantasy and reality and how we as consumers absorb these themes when watching reality tv.
2. Understand the programmer's objectives when creating reality shows.
3. Understand the nature of news and how its transmission has changed over time.

Tasks:

- Read **Ch. 8: Media Content and Reality**
- Read **Ch. 9: News**
- Watch [The Surprising Spread of Idol TV](#)
- Watch [Battling Bad Science](#)
- Watch [Crowdsourcing the News](#)

Resources:

- Textbook
- Videos

Learning Activity:

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- Submit: **Critical Thinking Activity #2** DUE: Sunday, Oct. 18 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #2: Case Study** DUE: Sunday, Oct. 25 before 11:59 p.m.
- Upcoming Assignment: **Discussion Post #4 Personal, Social and Cultural Implications** DUE: Sunday, Nov. 8 before 11:59 p.m. EST

Module 9: (Oct. 19-25): Capstone Project Part #2: Case Study

Learning Activity:

- Submit: **Capstone Project Part #2: Case Study** DUE: Sunday, Oct. 25 before 11:59 p.m.
- Upcoming Assignment: **Discussion Post #4 Personal, Social and Cultural Implications** DUE: Sunday, Nov. 8 before 11:59 p.m. EST

Module 10: (Oct. 26-Nov. 1): Entertainment

Story formulas help designers of entertainment messages attract audience attention and condition audiences for repeat exposures.

Module Level Objectives:

1. Identify story formulas and the different genres that producers use to attract an audience.
2. Understand the different challenges producers face when creating entertainment messages for an audience.
3. Identify the patterns of elements used in stories.

Tasks:

- Read **Ch. 10: Entertainment**
- Watch [How To Write A Television Script](#)
- Watch [Pro TV Writing Mastery with David Angelo](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Upcoming Assignment: **Discussion Post #4 Personal, Social and Cultural Implications** DUE: Sunday, Nov. 8 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #3: Final Paper** DUE: Sunday, Nov. 22 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #4: Oral Presentation Video** DUE: Sunday, Dec. 6 before 11:59 p.m. EST

Module 11: (Nov. 2-8): Advertising

We live in a culture saturated with advertising messages that have been carefully planned to fulfill the goals of each of the thousands of advertisers who flood our culture with messages every day.

Module Level Objectives:

1. Understand the pervasiveness of advertising and the constructing of advertising messages.
2. Understand how to become more media literate with advertising.

Tasks:

- Read **Ch. 11: Advertising**
- Watch [The Post-Crisis Consumer](#)

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- Watch [Life Lessons from an Ad Man](#)
- Listen [Facebook Revises Rules on Political Advertising](#)
- Listen [Political TV Advertising Expected to Cost \\$4.4 Billion in 2016](#)

Resources:

- Textbook
- Videos
- Audios

Learning Activity:

- Submit: **Discussion Post #4 Personal, Social and Cultural Implications** DUE: Sunday, Nov. 8 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #3: Final Paper** DUE: Sunday, Nov. 22 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #4: Oral Presentation Video** DUE: Sunday, Dec. 6 before 11:59 p.m. EST

Module 12: (Nov. 9-15): Broadening Our Perspectives on Media Effects

When we take a four-dimensional perspective--timing, valence, intentionality, and type—on media effects, we can better appreciate the broad range of effects the media are constantly exerting on us.

Module Level Objectives:

1. Understand the different media effects: timing, valence, intentionality, and type.
2. Identify the different type of effects: cognitive, belief, attitudinal, physiological, behavioral, macro.
3. Learn to become more media literate.

Tasks:

- Read **Ch. 13: Broadening Our Perspective on Media Effects**
- Watch [What Next: Violence in the Media](#)
- Watch [Religion and Social Media](#)
- Watch [Generation Like](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Upcoming Assignment: **Capstone Project Part #3: Final Paper** DUE: Sunday, Nov. 22 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #4: Oral Presentation Video** DUE: Sunday, Dec. 6 before 11:59 p.m. EST

Module 13: (Nov. 16-22): Capstone Project Part #3: Final Paper

Learning Activity:

- Submit: **Capstone Project Part #3: Final Paper** DUE: Sunday, Nov. 22 before 11:59 p.m. EST
- Upcoming Assignment: **Capstone Project Part #4: Oral Presentation Video** DUE: Sunday, Dec. 6 before 11:59 p.m. EST

Module 14: (Nov. 23-29): Thanksgiving Week

- Upcoming Assignment: **Capstone Project Part #4: Oral Presentation Video** DUE: Sunday, Dec. 6 before 11:59 p.m. EST
- Upcoming Assignment: **Post Test** DUE: Saturday, Dec. 12 before 11:59 p.m. EST

Module 15: (Nov. 30-Dec. 6): How Does the Media Effects Process Work?

We need to be proactive – rather than reactive – in understanding how the media affects us. We also need to realize that there are many factors interacting in the effects process. When we understand these two ideas, we can achieve greater control over the process of effects.

Module Level Objectives:

1. Understand how media effects occur.
2. Understand the different fluctuation factors.
3. Identify factors influencing media effects.
4. When tragedy happens, who's to blame?
5. Becoming more media literate.

Tasks:

- Read **Ch. 14: How Does the Media Effects Process Work?**
- Watch [Jennifer Golbeck: The Curly Fry Conundrum: Why Social Media "Likes" Say More Than You](#)
- Watch [Connected, But Alone?](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Submit: **Capstone Project Part #4: Oral Presentation Video** DUE: Sunday, Dec. 6 before 11:59 p.m. EST
- Upcoming Assignment: **Post Test** DUE: Saturday, Dec. 12 before 11:59 p.m. EST

Module 16: (Dec. 7-12) Helping Yourself and Others to Increase Media Literacy

You have the power to develop media literacy strategies to influence society and other individuals, but first you need to increase your own level of media literacy.

Module Level Objectives:

1. Understand the 10 guidelines on how to develop a personal strategy.
2. Increase awareness of differences in media literacy development.
3. Helping others understand media literacy.
4. Understanding societal techniques.

Tasks:

- Read **Ch. 15: Helping Yourself and Others to Increase Media Literacy**
- Watch [5 Crazy Ways Social Media Is Changing Your Brain Right Now](#)
- Watch [How social media is affecting teens](#)

Resources:

- Textbook
- Videos

Learning Activity:

- Take Test: **Post Test** DUE: Saturday, Dec. 12 before 11:59 p.m. EST

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