

Media Literacy: Spring 2007

Instructor: Robert Kelley

Email: Please use the internal MAIL program in WebCT to communicate with me during the class. To reach me outside of WebCT use robert.kelley@umb.edu

Class Meetings: This is primarily an "asynchronous" class meaning that you can do the weekly work on your own time. It is expected that you will work 3 hours a week on the site/communicating with classmates/instructor and 2.5 hours of research/creative work outside of the class site.

Live Meetings: Three times during the semester we will have a "synchronous" meeting using the course audio conferencing tool. Look for announcements during week 3, week 6 and week 9.

Virtual Office hours: Live Chats - using the text-based chat board will be available every Wednesday night at EST 8 PM.

Analog Phone: You can contact me during the day at (781) 338-3018 and at night at (617) 818-4890

Schedule

Session 1: Introduction & Overview

Activity: Media Consumption Log

Cyber requirements: Explore WebCT, discussions, assignments

View: [Media 2015](#)

Assignment: Send Photo and keep a media consumption log

Discussion: Introduce Yourself

Readings: [What is Media Literacy?](#), [Why Teach Media Literacy?](#)

Session 2: Media Literacy Definitions & Perception

Main Topic: The 8 media concepts

Activity: Media Literacy Mixer

Assignment: Apply 8 media concepts to War of the Worlds.

Audio: Listen to War of the Worlds.

Discussion: Reaction to personal media consumption

Readings: [8 Concepts of Media](#), [War of the Worlds](#), [Glossary of Media Terms](#)

Session 3: Understanding our own Media Habits

Main Topic: [Critical Questions:](#)

Activities: Final Media Consumption Log

Cyber requirements: Download and test the **Live Classroom** software

Group Discussion: Todd Gitlin's Media Unlimited

Readings: Todd Gitlin's [Media Unlimited](#)

Session 4: Out with the Old, In with the New!

Activities: Personal Cyber History

Cyber requirements: Blog account

Discussion: Create your own blog and visit some classmates blogs.

Readings: [History of the Internet](#), [History of Blogs](#)

Session 5: Is the Newspaper Dead?

Activities: Blog entry, Is the Newspaper Dead?

Cyber requirements: Wiki account

Audio: [Will Newspapers Survive?](#)

Readings: [History of Blogs](#) [Bloggers vs Journalists](#)

Session 6: The Sound of Music, Images and Words

Main Topic: How does each Medium Persuade?

Activities: Music for social change

Cyber Assignment: The Web: [The Yale Style Guide:](#)

Film Methods: [The Art of Watching Film](#)

Books, Magazine Methods: [Writing-World.com](#)

Images: [photo.net](#)

View: Hip-Hop: [Beyond Beats & Rhymes](#)

Cyber Assignment: podcasting and Mp3 music sharing

Readings: [Understanding Mega-Events](#), Copywriting and royalties

Proposals for final project due March 25, 2007

Session 7: Media Ownership

Discussion: Who Owns the Media?

Readings: Media Ownership Chart, [Global Media Neoliberalism](#)

View: [The Corporation](#) or [Outfoxed](#), [Stephen Colbert and AT & T](#),

[Rich Media Poor Democracy](#)

[NewsHounds](#)

Session 8: Framing the Mainstream Media

Discussion: Compare lead stories from two news sources online with very different perspectives on politics such as:

<http://www.foxnews.com/> with <http://rawstory.com>

Readings: [What is Framing?](#), [How to Detect Bias in the Media.](#)
[The Frame](#)

Session 9: Advertising and the rise of consumerism

Cyber Assignment: YouTube Communities

View: [Slim Hopes: Jean Kilbourne](#)

Readings: [Popular](#), [Image Based Culture](#), [Commercial Culture](#)

Session 10: Media, Politics and the Tabloids

Readings: [Commercialization of Culture](#), [Is the Press Free](#), [CNN made me Not Do it.](#)

Discussion: Tabloid media - analyze examples

View: Tabloid Truth Excerpts.

Session 11: Constructing Identities Race-Class-Gender-Sexual Orientation

Discussion: Readings.

View: Hip-Hop: Beyond Beats & Rhymes - [Masculinity](#)

Readings: [Revolution in Black TV](#),
Pop Culture Queer Representation.

Session 12: Community and Alternative Media

Discussion: How would you setup a virtual community of practice?

Readings: Virtual Communities of Practice [defined](#)

MySpace [defined](#)

Social Networking 3.0

[The State of Social Networks](#) [Five reasons social networking doesn't work](#)

By Molly Wood

Session 13: Media Reform: past and present/Wrap UP

Final Project

The critical element in gaining this competency will be demonstrated by your creation of a final project or paper. You have the greatest leeway in choosing a topic. All I ask is that you let your project, or paper, reflect some familiarity with the materials we have covered in the course; and that you apply the kinds of

critical enquiry exhibited in the [Critical Questions](#), Framing the Media, and [Key Concepts](#). Please consider your total media environment and choose an element of it that stimulates your personal intellectual curiosity.

As a project you may use any form of media you might want, video, audio, PowerPoint, photography, web site or other interactive media. If you choose to prepare a final project, it should be a project that represents a similar amount of energy, time, focus and commitment as writing a 5-10 page paper - single-spaced. You must submit rough drafts/work-in-progress as required.

Final Paper Format Guidelines

If you choose to write a final paper it needs to be 5 to 10 single spaced pages. Your paper should have an identifiable structure that includes an introduction, a body, and a conclusion; also an identifiable thesis statement that clearly indicates the overall purpose and focus of the essay.

Your writing should be a critical analysis and description of your subject. A purely subjective response to the topic without reference to the elements and methods of critical enquiry covered in the class is not appropriate.

When quoting from other texts or media: You must properly identify the texts or media through either footnotes or a resources section at the end of you paper. Your own ideas and words must be clearly distinguished from ideas and words taken from the texts

Ongoing Assignments

Journals/Blogs: Journal writing and reaction papers will be assigned after a reading, viewing or listening assignment. Writing in this fashion is intended to develop language that allows us to critically examine media material- material that is often designed for the senses, or formats that restrict critical understanding. The journaling may take the form of any media: writing/text, video, audio, web sites, still photography etc. so long as they can be shared with the class electronically via the Internet. There are three areas to post materials:

1. Discussion area in the WebCT site, we'll start here for posting your reaction essays. If you feel comfortable, you could move to your own blog.
2. Assignment tool - this tool will submit your reaction papers to me into a course electronic "drop box" if materials need to be submitted privately. Better than email for collecting materials.
3. Class Blog - we will start with a group Blog and then branch out into individual Blogs.

UMass Policy on Academic Dishonesty and Plagiarism

- Submitting an author's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author. This includes, but is not limited to, submitting unattributed published work, e.g. Material from a journal, newspaper, encyclopedia, etc. without proper acknowledgement
- Submitting as one's original work materials obtained from an individual or agency,
- Submitting as one's own original work material that has been produced through unacknowledged collaboration with others.
- Healey Library has an excellent tutorial on plagiarism which can be accessed at:
- <http://www.lib.umb.edu/webtutorial/module6/Module6-1.html>