

## **COM195, SP17 Media Literacy, Hueth** (as posted on Canvas)

Textbooks & Other Required Readings

REQUIRED PURCHASES & READINGS:

Media Literacy, 7th edition, by W. James Potter, Thousand Oaks, CA, Sage Publisher; and

Eyes Wide Open: Looking for God in Popular Culture (Rev & Expanded edition), by William D. Romanowski, Grand Rapids, MI, Brazos Press.

ONLINE & ATTACHMENT-READINGS:

[Christianity vs. Alternative Worldviews](#)  

*War of the Worlds: Understanding Worldviews--Being an Effective Witness to a Multicultural Campus*, CRU Press (Campus Crusade for Christ), 2008

[Ethical Principles](#) (document on canvas)

[Ethics & Five-G's](#) (document on canvas)

This course is foundational to the understanding of the Christian faith interacting with the media. It is also an extension of the PLNU mission--see below:

### ***PLNU Mission***

#### ***To Teach ~ To Shape ~ To Send***

*Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.*

This course involves developing a faith-informed approach to interpreting and ethically and morally critiquing media messages. This is part and parcel to the teaching, shaping, and sending mission of the university. It is, also, especially relevant to the pursuit of truth about the media ("truth" in all of its fullness)--which, hopefully, leads to a heightened understanding of how holiness of life is related to media consumption and production.

The term "media" includes books, newspapers, magazines, film, radio, television, popular music, and the internet. Course content will be grounded in the study of how messages are constructed, how media industries operate and survive, how communication theory and research explain media effects on individuals and society, and how a biblical-Christian worldview can and should function as a filter for consuming, interpreting, and producing messages. The goal: to provide a foundation for understanding the artistic and social impacts of media from a biblical-Christian perspective and, hopefully, to help you to make informed aesthetic and moral-ethical choices as a media consumer and producer.

## Course Learning Objectives (CLO's)

As a result of this course, the student will display:

1. A critical understanding of mass media economics and systems;
2. A critical understanding of how media exercise social and psychological influences on individuals and groups in American culture and society (and other cultures and societies);
3. An understanding and ability to apply media literacy analysis knowledge and skills in the **four different dimensions** of media literacy:

**Cognitive/factual dimension:** includes the background-facts about the message, including: who created the message, what is the audience, when was it created and where did it appear, how much \$\$ did it cost to make and how much \$\$ did it make, its popularity and awards, and other factors.

**Emotional dimension:** how and why messages engage us emotionally and intellectually-- and the effects of this emotional engagement on our values and beliefs.

**Aesthetic dimension:** the artistic aspects of mass media messages, and how story, imagery, and/or sound elicit emotional reactions and can affect us in positive and negative ways.

**Moral-ethical-spiritual dimension:** includes the moral, psychological, and spiritual effects of media on individuals, culture, and society, and the ethics of media messages.

See the [Four Dimensions of Media Literacy Chart](#) (on canvas)

4. An ability to apply a biblical-Christian worldview and faith perspective to media criticism.

## Course Format & Activities

This course will have a diverse format. It will consist of assigned readings and “Big Idea” chapter reading reports and in-class discussions of textbook content. We’ll also be screening a variety of media programs, and doing some exercises and having some discussion in the practice of media literacy analysis—all in preparation for the creation of a media literacy critique paper/project. The foundation for learning in this course will be your participation in the session-by-session readings and participation in our class discussions and media literacy analysis exercises. To help you accomplish this, you will be expected to submit typed “Big Idea” chapter reading reports to class at the session that each chapter is being covered. The Big Idea reports must be submitted at the close of the class session that the report is due.

The course sessions will consist mostly of mini-lectures with discussion-based conversations -- which require all to come to class with a basic understanding of the media literacy concepts introduced in the readings AND a readiness to discuss these concepts. We will also be analyzing numerous examples of print and electronic media in our class sessions—all to prepare you for writing your media literacy analysis paper and presentation.

In summary, this course will include the following activities:

OUT OF CLASS:

- Doing assigned readings and writing assigned reports, media literacy analysis paper and PowerPoint presentation

IN CLASS:

- Submitting Big Idea reading reports and other reading reports
- Mini-lectures and discussions of readings
- Media literacy exercises involving practice analysis of print, television, film, and internet content
- A media literacy analysis and critique presentation (based on your media lit analysis paper)
- Three (3) tests based on textbook and lecture material
- A final exam

**Evaluation & Grading**

- Assignment points and grading scale below:

Media Literacy Analysis & Critique Paper & Presentation	200
Big Idea Book Reading Reports (37 reports @ 8 points/+ each)	304
Test 1	100
Test 2	100
Final Exam	100
Scripture & Worldview(s) Essay Paper	100
Attendance & Participation	100
TOTAL POINTS:	1004

- Grading Scale:
- Your final grade will be based on the following point scale:
- 921-1004 = A
- 900-920 = A-
- 880-899 = B+

- 821-879 = B
- 800-820 = B-
- 780-799 = C+
- 721-779 = C
- 700-720 = C-
- 680-699 = D+
- 621-679 = D
- 600-620 = D-

#### **ATTENDANCE & PARTICIPATION POLICY:**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings (3X), the faculty member has the option of filing a written report to the Provost which may result in de-enrollment. If the absences exceed 20 percent (6X), the student may be de-enrolled without notice. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog AND the Provost guidelines at bottom for more details.

#### **HOW ROLL IS TAKEN IN CLASS:**

I will take attendance through the “ Big Idea” reports or class sign-in sheets throughout the semester. Make sure that if you do not turn in a report, that you submit a paper with your name on it and the date so that you are counted as present in class. On days when there’s not reading and big idea reports due, we will have a roll sheet for you to sign, so make sure you sign in or you will be counted absent for that session.

*From the Provost: Regular and punctual attendance at all classes in which a student is registered is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences except when absences are necessitated by certain university-sponsored activities and are approved in writing by the Provost. Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes [3 sessions] (this is equivalent to one and one-half weeks in a 15-week semester course), the faculty member has the option of filing a written report to the Vice Provost for Academic Administration which may result in de-enrollment, pending any resolution of the excessive absences between the faculty member and the student. If more than 20 percent [6 sessions] (three weeks or longer in a semester-long course) is reported as missed, the faculty member may initiate the student's de-enrollment from the course without advance notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed.*

## Course Schedule



### WEEK 1

**THURSDAY, 1/12/17** READING: *none assigned*

Intro to course, syllabus, and introductions

### WEEK 2

**TUESDAY, 1/17/17** READING: *Potter, Chapters 1 & 2*

Discussion: Living in a Message Saturated World; The [Four Dimensions of Media Literacy](#)    
; Media Literacy Approach

A Media Literacy Case Study: A Music Video

[\(Links to an external site.\)](#)

**THURSDAY, 1/19/17** READING: *Potter, Chapters 3 & 4*

Discussion: Individual and Industry Perspectives

### WEEK 3

**TUESDAY, 1/24/17** READING: *Potter, Chapters 8 & 10*

Discussion: Media Content & Reality; Entertainment

**THURSDAY, 1/26/17** READING: *Potter, Chapter 9*

Discussion: News

### WEEK 4

**TUESDAY, 1/31/17** READING: *Potter, Chapters 7 & 11*

Discussion: Economic

Discussion: Advertising

In preparation for screening the film *Network*:

See [Network--Background Info \(Links to an external site.\)](#)

See [Network--a prophetic film \(Links to an external site.\)](#)

See [Network: The Angriest Movie of All-Time \(Links to an external site.\)](#)

**THURSDAY, 2/2/17** READING: *Network review (handout)* [\(Links to an external site.\)](#)

Screen feature film: *Network* (121 minutes)--part 1

### WEEK 5

**TUESDAY, 2/7/17** READING: *Network review (handout)*

Screen *Network*, part 2, and discuss film content (news & entertainment, economics of TV, mediated reality, prophetic nature of this film, etc.)

**THURSDAY, 2/9/17** READING: see test study guide

Test 1

**WEEK 6**

**TUESDAY, 2/14/17** READING: *Eyes...*, *Intro & Chapter 1 (one report)*; *Eyes...*, *Chapters 2 & 3*

Discussion: Introduction and State of the Art—Worldly Amusements No Morek; The Smoke Goes Upward: Faith and Culture; Studying Popular Art and Culture

**THURSDAY, 2/16/17** READING: [Christianity vs. Alternative Worldviews](#)   article

Discussion: *Christianity vs. Alternative Worldviews* article

**WEEK 7**

**TUESDAY, 2/21/17** READING: TBA

Presentation & Discussion: *Media Literacy & Scripture: What the Heck Does the Bible Say That's Related to Media Literacy?!*

**THURSDAY, 2/23/17** READING: *Eyes...*, *Chapters 4 & 5*

Discussion: Close Encounters... & Mapping Reality

**WEEK 8**

**TUESDAY, 2/28/17** READING: *Eyes...*, *Chapters 6 & 7*; also, read "[Why Are \[Some\] Christian Movies So Painfully Bad?](#)" ([Links to an external site.](#)) (12 points for this report)

Discussion: Measuring Christian Distinction... and Pop Art as Art...and "Why Are Christian Movies So..."

**THURSDAY, 3/2/17** READING: *Eyes...*, *Chapters 8 & 9*

Discussion: Cultural Landscape... and "The American Melodramatic Way..."

**WEEK 9—NO CLASSES (SPRING BREAK)**

**WEEK 10**

**TUESDAY, 3/14/17** READING: *Eyes...*, *Chapter 10 & 11*; and *Conclusion & Appendix (one report)*

Discussion: The Message in the Bottle... and A History of Violence...

Discussion: Conclusion and Appendix

**THURSDAY, 3/16/17** READING: see test study guide

Test #2

## **WEEK 11**


**TUESDAY, 3/21/17** READING: none assigned  
**SCRIPTURE & WORLDVIEWS MEDIA LITERACY ESSAY DUE**

Discussion: Scripture & Worldviews Media Literacy Essays; Media Literacy Analysis Paper & Project assignment (ideas, options, analytical approaches, etc.)

**THURSDAY, 3/23/17** READING: *Potter, Chapters 13, 14,*

Discussion: Broadening Our Perspective on Media Effects; How Media Effects Process Works; types of media effects

## **WEEK 12**

**TUESDAY, 3/28/17** READING: [Appendix B](#)  (focus on different types of media effects--and provide descriptions)

Discussion: Types of Media Effects

**THURSDAY, 3/30/17** READING: *Potter, Chapters 5,18; review Appendix B*

Discussion: Children as Special Audience

Discussion: Violence

Discussion: continue discussion on media effects

## **WEEK 13**

**TUESDAY, 4/4/17** READING: *Potter, Chapters 6, 12*

Discussion: Media Development

Discussion: Interactive Media

**THURSDAY, 4/6/17** READING: *Potter, Chapters 15, 19, 20*

Discussion: Ownership & Control of Media, Sports and Media, Personal Strategies for Self and Others to Increase Media Literacy

## **WEEK 14**

**TUESDAY, 4/11/17** READING: *Potter, Chapters 16 & 17*

Discussion: Christian ethics, privacy, and piracy

Introduction: The Potter Box Model: A Model for Ethical Decision-Making

An ethics case study and a Christian ethic

**THURSDAY, 4/13/17** -- NO CLASSES--HAPPY EASTER!

## **WEEK 15**

**TUESDAY, 4/18/17** READING: none assigned

Ethics & media case studies (continued)

**THURSDAY, 4/20/17** READING: none assigned

Ethics and media case studies (continued)

Media Literacy Analysis Papers & Presentations Q & A

## **WEEK 16**

**TUESDAY, 4/25/17** READING: none assigned

**MEDIA LITERACY ANALYSIS PAPER DUE**

Media Literacy PowerPoint/Prezi Presentations: NAMES TBA

**THURSDAY, 4/27/17** READING: none assigned

Media Literacy PowerPoint/Prezi Presentations: NAMES TBA

Final Exam: **TUESDAY, MAY 2, 2017, 10:30 A.M. TO 1 P.M.**

## **PLNU Academic Behavior Policy**

See the university's new policy included in the PLNU undergraduate handbook:

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to appropriate academic behavioral standards may be subject to discipline. Although faculty members communicate general student expectations in their syllabi and disruptive student conduct is already addressed in the Undergraduate Student Handbook, the purpose of this policy is to clarify what constitutes disruptive behavior in the academic setting and what actions faculty and relevant administrative offices may take in response to such disruptive student behavior.

“Disruption,” as applied to the academic setting, means classroom, instructor or classmate-related student behavior that a reasonable faculty member would view as interfering with or deviating from normal classroom, class-related, or other faculty-student activity (advising, co-curricular involvement, etc.). Faculty members are encouraged to communicate positive behavior expectations at the first class session and to include them in course syllabi. Examples of disruptive classroom behavior include, but are not limited to:

- persistent speaking without being recognized or interrupting the instructor or other speakers;
- overt inattentiveness (sleeping or reading the newspaper in class);
- inordinate or inappropriate demands for instructor or classroom time or attention;
- unauthorized use of cell phone or computer;
- behavior that distracts the class from the subject matter or discussion;
- unwanted contact with a classmate in person, via social media or other means;



- inappropriate public displays of affection;
- refusal to comply with reasonable instructor direction; and/or
- invasion of personal space, physical threats, harassing behavior or personal insults.

The policy applies if the behavior is reported by a faculty member or academic administrator and occurs exclusively or primarily in a student-faculty member interaction. Incidents which involve both academic and non-academic behavior may result in responses coordinated by the Vice Provost for Academic Administration and the Dean of Students.

Civil and polite expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited.

Some students possess medical or psychological conditions that may affect functioning within the standards of the university. Although such students may be considered disabled and are protected under the Rehabilitation Act/ADA, they are required to meet the fundamental university academic and behavioral policy as described in the Student Handbook, Undergraduate Catalog and/or faculty syllabi.

### **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

### **FERPA POLICY**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by students agreeing to allow for Big Idea Reports and other graded assignments to be handed back (occasionally) by a teacher-assistant. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

### **Academic Accommodations**

*All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center during the first two weeks of class. The ASC will contact professors with suggested classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.*

#### **Link to Academic Support Center:**

<http://www.ptloma.edu/studentdevelopment/StudentHandbook/index.htm> (Links to an external site.)

## **Campus Computer/Network Usage**

Careful and ethical use of computing resources is the responsibility of every user. Students will be held to a standard of accountability for how they use computers at PLNU.

### **Link to Computer Use Policy:**

<http://www.ptloma.edu/studentdevelopment/StudentHandbook/index.htm> (Links to an external site.) (Links to an external site.)

Assignments / Class presentations (as posted on canvas)