

COM195-1 FA17 - Media Literacy
Alan Hueth (copy as posted on Canvas)

Introduction-3

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, 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 psychological, social, and ideological and religious 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/Background-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, beliefs, and behaviors/actions.

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 ability to analyze the ethics of media message content and effect(s).

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

4. An ability to apply a biblical-Christian worldview and faith perspective to media analysis, critique, and the production of media messages.

Course Format & Activities

This course will have a diverse format. It will consist of in-class Canvas quizzes, assigned readings and “Big Idea” reading reports, and in-class mini-lectures and discussions of textbook content. We’ll also be screening a variety of media programs, and doing some exercises and having some discussion about 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 quizzes or reading reports -- and participation in our class discussions and media literacy analysis exercises. To help you accomplish this, you will be expected to bring typed “Big Idea” reading reports to class at the session that each chapter or supplemental reading is being covered--see the course schedule. The Big Idea reports must be submitted at the close of the class session that the report is due--see more details in the Assignments section of this website.

The course sessions will include some quizzes based on textbook readings -- along with mini-lectures and/or 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 and/or apply 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 at the end of the semester.

In summary, this course will include the following activities:

- Mini-lectures and quizzes on chapter contents in the Media Literacy (Potter) textbook
- Doing assigned readings and submitting Big Idea Reading reports
- Applying knowledge of media literacy analysis by doing in-class media literacy analysis of print, television, film, music recordings, and/or internet content
- Writing a media literacy analysis paper, and doing a short presentation -- based on your media lit analysis paper
- One (1) test based on the Eyes Wide Open... (Romanowski) textbook and other lecture material
- A final exam--questions selected from the in-class quizzes in the Media Literacy textbook

Evaluation & Grading

Assignment points and grading scale below:

Media Literacy Chapter Quizzes (20)	356
<u>Eyes Wide Open...</u> Big Idea Book Reading Reports (16 reports @ 6 points/each)	96
Scripture & Worldview(s) Essay Paper	100
Test 1	100
Media Literacy Analysis & Critique Paper & Presentation	200
Final Exam	100
Attendance & Participation	100
TOTAL POINTS:	1052

Grading Scale:

Your final grade will be based on the following point scale:

968-1052 = A

947-967 = A-

926-946 = B+

863-925 = B

842-862 = B-

821-841 = C+

758-820 = C

737-757 = C-

716-736 = D+

653-715 = D

632-652 = D-

ATTENDANCE & PARTICIPATION POLICY:

Regular and punctual attendance at all classes is considered essential to optimize 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. Also, you can count on 10 points deducted from your attendance and participation grade for each absence.

HOW ROLL IS TAKEN IN CLASS:

I will take attendance through the quiz completions, "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 are no 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, 8/31/17 READING: *none assigned*

Intro to course, syllabus, and introductions

WEEK 2

TUESDAY, 9/5/17 READING: *Potter, Chapters 1 & 2*
CHAPTERS QUIZZES

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

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

THURSDAY, 9/7/17 READING: *Potter, Chapters 3 & 4*
CHAPTERS QUIZZES

Discussion: Individual and Industry Perspectives

WEEK 3

TUESDAY, 9/12/17 READING: *Potter, Chapters 8 & 10*
CHAPTERS QUIZZES

Discussion: Media Content & Reality; Entertainment

THURSDAY, 9/14/17 READING: *Potter, Chapter 9*
CHAPTER QUIZZES

Discussion: News

For extra credit--up to five points--read and report 10 content points from:
[Media Bias \(Links to an external site.\)Links to an external site.](#)

WEEK 4

TUESDAY, 9/19/17 READING: *Potter, Chapters 7 & 11*
CHAPTERS QUIZZES

Discussion: Economic

Discussion: Advertising

THURSDAY, 9/21/17 READING: [\(Links to an external site.\)Links to an external site.](#) See links below: one report for each reading

In preparation for screening the film *Network*:

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

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

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

WEEK 5

TUESDAY, 9/26/17 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, 9/28/17 READING: *Eyes...*, *Intro & Chapter 1 (one report)*; *Eyes...*, *Chapters 2 & 3*

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

WEEK 6

TUESDAY, 10/3/17 READING REPORT: [Christianity vs. Alternative Worldviews \(Links to an external site.\)Links to an external site.](#) article

Discussion: *Christianity vs. Alternative Worldviews* article

THURSDAY, 10/5/17 READING: *Eyes...*, *Chapters 4 & 5*

Discussion: Close Encounters... & Mapping Reality

WEEK 7

TUESDAY, 10/10/17 REQUIRED READING & REPORT -- Article posted on Canvas): *Media Literacy & Scripture: What the Heck Does the Bible Say That's Related to Media Literacy?!*

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

THURSDAY, 10/12/17 READING REPORTS: *Eyes...*, *Chapters 6 & 7*; also, read ["Why Are \[Some\] Christian Movies So Painfully Bad?" \(Links to an external site.\)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..."

WEEK 8

TUESDAY, 10/17/17 READING REPORTS: *Eyes...*, *Chapters 8 & 9*

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

THURSDAY, 10/19/17 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

WEEK 9

TUESDAY, 10/24/17 READING: see test study guide

Test #1--[Eyes Wide Open...](#)

THURSDAY, 10/26/17 READING REPORTS: none assigned

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

WEEK 10

TUESDAY, 10/31/17 READING: *Potter*, Chapters 13, 14

CHAPTERS QUIZZES

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

THURSDAY, 11/2/17 READING REPORT: [Appendix B](#)  (focus on different types of media effects--and provide descriptions)

Discussion: Types of Media Effects

WEEK 11

TUESDAY, 11/7/17 READING: *Potter*, Chapters 5, 18; review Appendix B

CHAPTERS QUIZZES

Discussion: Children as Special Audience

Discussion: Violence

Discussion: continue discussion on media effects

THURSDAY, 11/9/17 READING: *Potter*, Chapters 6, 12

CHAPTERS QUIZZES

Discussion: Media Development

Discussion: Interactive Media

WEEK 12

TUESDAY, 11/14/17 READING: *Potter*, Chapters 15, 19, 20

CHAPTERS QUIZZES

Discussion: Ownership & Control of Media, Sports and Media, Personal Strategies for Self and Others to Increase Media Literacy; introduction to the Potter Box Model: A Model for Ethical Decision-Making and a sample case study

THURSDAY, 11/16/17 READING: *Potter, Chapters 16 & 17*
CHAPTERS QUIZZES

Discussion: Christian ethics, privacy, and piracy
Ethics case studies and applying a Christian ethic to media literacy analysis

WEEK 13

TUESDAY, 11/21/17 READING: none assigned
MEDIA LITERACY ANALYSIS ESSAY PLAN DUE

Ethics & media case studies (continued)

THURSDAY, 11/23/17 -- NO CLASS (HAPPY THANKSGIVING!)

WEEK 14

TUESDAY, 11/28/17 READING: none assigned

Ethics and media case studies (continued)
Media Literacy Analysis Papers & Presentations Q & A

THURSDAY, 11/30/17 READING: none assigned

Feedback, discussion & Q & A: Media Lit Analysis Essay and Paper

WEEK 15

TUESDAY, 12/5/17 READING: none assigned
MEDIA LITERACY ANALYSIS PAPER DUE

Media Literacy PowerPoint/Prezi Presentations (TBA)

THURSDAY, 12/7/17 READING: none assigned

Media Literacy PowerPoint/Prezi Presentations (TBA)

Final Exam: **TUESDAY, DECEMBER 12, 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 and FERPA Policies

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.)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. (Links to an external site.)Links to an external site.

NEW! Media Literacy Analysis Technique Articles & Videos(links/videos imbedded on Canvas for students)

Check out the links below for increasing your understanding, analysis, and even production skills for film and television. They are here to supplement our media literacy case studies that we've done in class this semester.

Specific media literacy analysis techniques and other stuff:

[**How Camera Shots Affect the Audience 1**](#) (Links to an external site.)[Links to an external site.](#)

[**Film & TV Editing and Pacing**](#) (Links to an external site.)[Links to an external site.](#)
[**Iconic Editing Techniques**](#) (Links to an external site.)[Links to an external site.](#)

[**How Does Color Affect the Way We Watch Movies?**](#) (Links to an external site.)[Links to an external site.](#)

[**Ten Best Uses of Color of All-Time**](#) (Links to an external site.)[Links to an external site.](#)

[**Three Brilliant Moments in the Visuals of Emotion**](#) (Links to an external site.)[Links to an external site.](#)

And lots of others on structure, character, action and many others—see the [**up nexts!**](#) (Links to an external site.)[Links to an external site.](#)

For videos on how to do media literacy...go to YouTube.com and type in media literacy...you'll see a bunch!