

COM1095-1 SP20 - Media Literacy

If you've been able to access this website, it means that you are officially enrolled in COM 1095 Media Literacy course! I look forward to our T & Th meetings at 11-12:15 in RLC 106. Be sure to click on the "Modules" and "Assignments" links on the left hand side of this page for detailed information about the course...and please read every word...it will serve to enhance your learning and your grade in this course.

Thanks,

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p.s. Some editing will be done on this website--but should be ready by our 1st class session. Meanwhile, here's the **Master Media Prayer Calendar (Links to an external site.)** we'll be using throughout the semester.

Instructor:

Dr. Alan C. Hueth

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619-849-2358

Office Location Cabrillo 203

Office Hours M & W, noon-1 p.m.

Okay to drop in--but I do have an overload and some projects this semester, so there's no guarantee when I'll be in my office. Best is to email me for an appointment. Just send me time frames of days and times you're available, and I'll pick a time that works for both of us!

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:

Propaganda: The Formation of Men's Attitudes, by Jacques Ellul, Vintage Books/Random House.

(available free as a download PDF (Links to an external site.))

Christian Worldview vs. Alternative Worldviews (reading to TBA)

Scripture & Media Literacy (reading TBA)

THIS COURSE AND PLNU MISSION:

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 OUTCOMES (CLOs):

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 ("worldviews") 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: the medium and the messenger-- who created the message, their background and role in this message, their perspectives, ideology, the target/principle audience(s), when message created, 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 in words and/or imagery and 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 and determine the ethics of media message content and their effect(s).

See the *Four Dimensions of Media Literacy*--provided later

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 course 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 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 practicing in-class media literacy analysis of print, television, film, music recordings, and/or internet content
- Writing a media literacy analysis paper that displays your ability to do media literacy analysis
- 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:

<u>Media Literacy</u> Chapter Quizzes (20)	356
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Big Idea Reports: <u>Eyes Wide Open...</u> , Media Bias, Potter Box Model, Ethical Principles, and Five G's Reports (15 reports @ 5 points/each)	75
<u>Propaganda....</u> Essays (four assigned readings of 5 chapters --each w/short essays for each chapter @ 20 points per assigned reading)	80
Test 1 -- on <u>Eyes Wide Open...</u> content	40
Christianity vs. Alternative Worldviews Report	25
Media Literacy Analysis & Critique Paper	200
Final Exam: objective portion (100 points) <i>Scripture and Media Literacy Essay</i> (25 points)	125
Attendance & Participation	100
TOTAL POINTS:	1001

Grading Scale:

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

- 921-1001 = A
- 900-920 = A-
- 880-899 = B+
- 821-879 = B
- 800-820 = B-
- 780-799 = C+
- 758-820 = C
- 700-720 = C-
- 680-699 = D+
- 621-679 = D
- 500-620 = 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 PoliciesLinks to an external site.](#) 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, class sign-in sheets, or the in-class quizzes 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. And you CANNOT take the quiz outside of the classroom. So, make sure you follow these instructions throughout the semester to be counted present in class.

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.