

**FIELD EXPERIENCE IN  
YOUTH MEDIA & MEDIA LITERACY  
BTMM 189  
Spring 2005  
Professor Renee Hobbs  
Temple University**



**Synopsis**

This course provides students with a community learning experience helping children and teens build their communication, media production and critical thinking skills. Students spend time each week in a school setting providing assistance to teachers and students. They reflect about the role of media and technology in the lives of youth, gain experience with some processes of teaching and learning, and strengthen their understanding of the role of media and technology in urban education through reflective writing and discussion.

**Faculty**

Renee Hobbs, Ed.D.

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School of Communications and Theater

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Office Hours: Tuesdays, 4 – 5 p.m.

And other times by appointment

**Schedule:**

This course is a field placement experience, which combines opportunities for students to work directly in a school setting with structured class time for exploring issues in media literacy and youth media production. Through the process of reading, writing and discussing how our real-world field experiences relate to the readings, students build an appreciation for the complexity of media literacy education in urban education. Our weekly course meeting time is **Tuesdays, 4 – 5:30 p.m. in the Joe First Media Center (Atrium) Annenberg Hall.**

You will have the opportunity to select a field placement site from the opportunities available (see below) or from other opportunities that you may establish independently. You are expected to work for a minimum of three hours weekly at your field placement site in addition to our regular course meeting time. For some periods of time, in some placement settings, students may be expected to work up to six hours weekly since additional time may be needed to accomplish specific tasks. Students should not work more than six hours weekly at their placement site without permission of the instructor. Students must document the time they spend on the job site

using a log sheet provided by the instructor, to be signed by the field site supervisor. Students who do not meet the minimum time requirements for field placement will fail the course.

### **Required Readings**

Michie, G. (1999). *Holler if you Hear Me: The Education of a Teacher and His Students*. New York: Teachers College Press.

### **Supplemental Readings**

Students will receive copies of required supplemental readings in class (see list below).

### **Course Materials Binder**

Students will prepare a course materials binder which will be used to organize all the readings and assignments for this course. This binder will be collected three times during the semester for evaluation.

### **Course Goals and Objectives**

1. Students will become more reflective and aware of the role of mass media and technology in the lives of urban children and teens;
2. Students will strengthen their communication skills, including their use of email, interpersonal communication, writing, and public speaking;
3. Students will gain project management and career skills through field placement in a job setting;
4. Students will gain knowledge about the key concepts of media literacy and the development of the field in the United States and Britain;
5. Students will strengthen their ability to solve problems in school-based settings and actively contribute to a learning community as a member of a team;
6. Students will improve leadership and independent initiative by being responsible for their behavior in a field setting and acquiring specific expertise in a related special interest;
7. Students will gain sensitivity and understanding of the cultural backgrounds and life experiences of urban and privileged youth;
8. Students will reflect on the power of critical thinking about media and media production as a means of cognitive, emotional, personal and social growth.

### **Course Expectations**

This course is a designated field placement course. As a result, this course demands a high level of personal responsibility and individual initiative on the part of the Temple student, since students will be working at times individually negotiated with the site director and in direct contact with children and young people in programs designed to promote their growth and development. At all times, students are expected to behave with the highest levels of responsibility and integrity as representatives of Temple University.

Students are expected to behave as “employees” in their relationship with the site director. They must establish regular work hours, perform tasks as requested, and initiate projects in

coordination with the site director. Students will be evaluated by the site directors at the conclusion of the semester.

### Course Assignments

These assignments are required:

#### Journal Writing (250 points)

Students write weekly reflective journal entries as a way to describe what occurs in the field placement setting, to express complex feelings and thoughts, and to critically reflect on the learning experience.

#### Reading Response (250 points)

Students write a weekly 1-2 page summary of the readings assigned for each week and examine the ideas as they apply to field placement experiences.

#### Web Search (50 points)

Students find interesting web resources and share what they've found with their peers.

#### Final Presentation (200 points)

Students make a 15-minute oral presentation about specific aspects of their learning experience in the field. They communicate information about the job site and the young people they worked with, and demonstrate their ability to synthesize ideas from library and web research to communicate their learning experience in the field.

#### Site Director Evaluation (100 pts)

Students' level of engagement, empathy, professionalism and communication skills will be assessed by their site director at the end of the semester.

#### Class Participation (150 pts)

In weekly class sessions, students share their interpretations of their experiences, demonstrating respectful dialogue and effective discussion skills to stimulate critical thinking about the learning experience.

### Grading Scale

Please note that the instructor uses the following grading scale, which may differ from other scales you are familiar with.

1000 – 980	A+
979 – 950	A
949 – 900	A-
899 – 850	B+
849 – 800	B
799 – 750	B-
749 – 700	C+

699 – 650	C
649 – 600	C-
599 – 550	D+
549 – 500	D
<500	F

**NOTE:** There are no make-up opportunities for missed assignments. Please do not ask for an exception. Because media businesses rely on strict adherence to deadlines, this course employs a deadline standard similar to most print and TV newsrooms. Work submitted later than the due date will not be evaluated or counted for course credit.

**Policy on Revision**

Because revision is such an integral part of the writing process, students will be permitted an opportunity to revise one journal entry and one reading response. The grade for the revision will replace the original grade. Revisions are due on the last day of class.

**Policy on Disabilities and Special Needs**

Any students who have a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation. Contact Disability Resources at (215) 204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

**Policy on Attendance and Class Participation**

Attendance at all classes is expected as a sign of your intellectual curiosity and commitment to the learning process. The instructor will use class attendance as one element to assess class participation. More than two missed classes in the semester will lower your course grade. Students are expected to fully participate at all sessions.

**Field Placement Opportunities, Spring 2005**

<b>SITE</b>	<b>SITE SUPERVISOR</b>	<b>TIME</b>
<b>Jones Middle School</b>	Ms. Barbara Cutler	
Communication Arts, Grade 7		10 – 11:20 AM, M – F
Individual Projects, T, W only		12:30 – 1:30 PM, T – W
Communication Arts, Grade 8		1: 30 – 3 PM, M – F
<b>Gompers Elementary School</b>	Mrs. Willford	M – F
<b>Gratz High School</b>	Ms. Mardys Leeper	
Eric Sheppard: video/web production		2 – 3 PM, M – F
David Ruley: art education		2 – 3 PM, M – F
Dorian James: web production		1 – 2 PM, M – F
Omar Skeete: video production		1 – 2 PM, M – F
Tamika Coleman: video production		1 – 2 PM; 3 – 4:30 PM
Youth Learning Center: publishing a newsletter		To be arranged

**BTMM 189**  
**Field Placement in Media Literacy/Youth Media**  
**Course Schedule**  
**Spring 2005**  
**Professor Renee Hobbs**

<b>PART I</b>		
T 1/18	<b>Introduction to the Course</b>	
Week 1 1/25	<b>What is Media Literacy?</b> READ: Michie, pages as assigned Thoman, Skills and Strategies Hobbs, Teaching Media Literacy Bazalgette, Key Aspects of Media Education	Journal Writing Reading Response #1
Week 2 2/1	<b>Historical Context of Media Education in Schools</b> READ: Michie, pages as assigned Buckingham, Practical Work Buckingham, Media Studies and Media Education Cox report excerpt	Journal Writing Reading Response #2
Week 3 2/8	<b>Media Literacy / Youth Media on the Web</b> READ: Michie, pages as assigned Listen Up Beyond Media Center for Media Literacy	Journal Writing Reading Response #3
Week 4 2/8	<b>Exploring Media Literacy in the Classroom</b> READ: Michie, pages as assigned Alvermann, Moon & Hagood, Chapter 4 Alvermann, Moon & Hagood, Chapter 5	Binders Collected; Journal Writing Reading Response #4
Week 5 2/15	<b>Race and Class Issues in Media Production</b> READ Michie, pages as assigned Ewald & Lightfoot, Chapter 5	Journal Writing Reading Response #5
Week 6 2/22	<b>Lesson Plans in Media Literacy</b> READ: Callow, Chapter 5 -6, 10	Journal Writing Reading Response #6
Week 7 3/1	<b>Web Search on Media Literacy/Youth Media Production</b> READ: Articles of your choice	Binders Collected; Web Search Oral Presentation & 1- page list of resources

3/8	No Class--- Spring Break	
3/15	<b>Building Critical Thinking Skills with Film and Television</b> READ: Primary Education Working Group	Journal Writing Reading Response #7
3/22	<b>Evaluating Youth Media Programs</b> READ: Campbell, Hoey & Perlman	Journal Writing Reading Response #8
3/29	<b>Expectations for Learners and Teachers</b> READ: Walsh	Journal Writing Reading Response #9
4/5	<b>Case Studies in Youth Media Production</b> READ: Tyner, A Closer Look	Journal Writing Reading Response #10
4/12	Student Presentations	Student Presentations
4/19	Student Presentations	Student Presentations
4/26	Wrap Up	Binders Collected; Journal Writing Final Self-Reflection

## Course Readings

- Alverman, D., Moon, J. & Hagood, M. (1999). *Popular culture in the classroom: Teaching and researching critical media literacy*. Chapter 4, "Engaging Upper Elementary Students in Critical Media Literacy: Margaret's Lesson." Newark, DE: International Reading Association, pp. 61 – 84.
- Alverman, D., Moon, J. & Hagood, M. (1999). *Popular culture in the classroom: Teaching and researching critical media literacy*. Chapter 5, "Engaging Middle School Students in Critical Media Literacy: Donna's Lesson." Newark, DE: International Reading Association, pp. 85 - 107.
- Bazalgette, C. (1992). "Key Aspects of Media Education." In M. Alvarado and O. Boyd-Barrett (Eds). *Media Education: An Introduction*. London: British Film Institute, 1992, pp. 198 – 219.
- Benard, B (1992). *Mentoring Programs for Urban Youth: Handle with Care*. National Resilience Resource Center. Minneapolis, MN. Available online at:  
[http://www.cce.umn.edu/pdfs/NRRC/MENTOR\\_PROG\\_FOR\\_URBAN\\_YOUTH.pdf](http://www.cce.umn.edu/pdfs/NRRC/MENTOR_PROG_FOR_URBAN_YOUTH.pdf)
- Beyond Media Education. Think Beyond Media. Personal Sites. Available online:  
<http://www.beyondmedia.org/tbm.html>
- Buckingham, D. (1987). Practical Work. Excerpt from "Theory and Practice in Media Education" in *Communication and Education Unit 27*, Milton Keynes, Open University, pp. 31 36. In M. Alvarado and O. Boyd-Barrett (Eds). *Media Education: An Introduction*. London: British Film Institute, 1992, pp. 63 – 68.
- Buckingham, D. (1987). Media Studies and Media Education Excerpt from "Theory and Practice in Media Education" in *Communication and Education Unit 27*, Milton Keynes, Open University, pp. 31 36. In M. Alvarado and O. Boyd-Barrett (Eds). *Media Education: An Introduction*. London: British Film Institute, 1992, pp. 104 -107.
- Callow, J. (1999). *Image matters: Visual texts in the classroom*. Primary English Teaching Association, Newtown, Australia. Chapter 5: Reading TV: A Basic Visual Literacy, pp. 47 – 64.
- Callow, J. (1999). *Image matters: Visual texts in the classroom*. Primary English Teaching Association, Newtown, Australia. Chapter 6: Vote for Me: The Art of Persuasion, pp. 65 – 74.
- Callow, J. (1999). *Image matters: Visual texts in the classroom*. Primary English Teaching Association, Newtown, Australia. Chapter 10: Stories on the Big Screen, pp. 109 – 120.
- Campbell, P., Hoey, L. & Perlman, L. (2001). *Sticking with My Dreams: Defining and Refining Youth Media in the 21<sup>st</sup> Century*. Campbell Kibbler Associates. Available online:  
[http://www.campbell-kibbler.com/youth\\_media.pdf](http://www.campbell-kibbler.com/youth_media.pdf)
- Center for Media Literacy. Available online: <http://medialit.org>

- Cox Report (1988). Drama, Media Studies and Information Technology. From English for Ages 5 – 11. London. In M. Alvarado and O. Boyd-Barrett (Eds). *Media Education: An Introduction*. London: British Film Institute, 1992, pp. 113 - 117.
- Ewald, W and Lightfoot, A. (2001). I wanna take me a picture: Teaching photography and writing to children. Boston: Beacon. Chapter 5, Using Photography in the Classroom, pp. 119 – 144.
- Hobbs, R. (1996). “Teaching Media Literacy--- Yo, Are you Hip to This?” In E. Dennis & E. Pease (Eds.) *Children and the Media*. New Brunswick, NJ: Transaction Press, pp. 103 – 111.
- Listen Up! Available online: <http://www.pbs.org/merrow/listenup/>
- Primary Education Working Group (2003). *Look Again: A Teaching Guide to Using Film and Television with 3 to 11 Year Olds..* London: British Film Institute.
- Thoman, E. (2000). Skills and Strategies for Media Education. Los Angeles: Center for Media Literacy. Available online: [http://medialit.org/reading\\_room/article1.html](http://medialit.org/reading_room/article1.html)
- Tyner, K. (2003). A Closer Look: Case Studies in Youth Media Production. National Alliance for Media Arts and Culture.
- Walsh, B. (2003). “Working with Basics.” Los Angeles: Center for Media Literacy. Available online: [http://medialit.org/reading\\_room/article373.html](http://medialit.org/reading_room/article373.html)