

**Theory and Practice of Media Literacy
BTMM 5310**

Temple University
School of Communications and Theater
Department of Broadcasting, Telecommunication
and Mass Media

**Spring 2010
Professor Renee Hobbs**



Synopsis

When students use digital cameras to compose images, analyze stereotypes in the media, create their own websites demonstrating what they've learned about American history, or examine how TV storytelling shapes our understanding of contemporary society, they're engaging in a practice known as 'media education' or 'media literacy.'

What are the intellectual origins of media literacy education in the fields of communication/media studies and education? Why should schools include the analysis of media texts and the production of multimedia messages as a basic part of classroom instruction? What instructional practices most effectively strengthen students' critical thinking and communication skills? What are the tensions, conflicts and contradictions embedded in the ideas and practices of media literacy? What role can research, policy and creative work play in the development of the field? This course explores these questions and more in a seminar that emphasizes students' active construction of knowledge through collaborative and hands-on research activities.

Faculty

Renee Hobbs, Ed.D.
Professor, Department of Broadcasting, Telecommunication and Mass Media
Founder, Media Education Lab

Contact Information

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Office Hours: Mondays 3 -4 p.m and other times by appointment or by chance

Course Meeting Time and Location

Wednesdays, 5:30 – 8 p.m.
Annenberg 4

Required Reading

Buckingham, D. (2004). *Media Education: Literacy, Learning and Contemporary Culture*. London, Polity/Blackwell.

Goodman, S. (2003). *Teaching Youth Media*. New York: Teachers College Press.

Hobbs, R. (2007). *Reading the Media: Media Literacy in High School English*. New York: Teachers College Press.

Readings are listed in the syllabus and provided by the instructor on Blackboard.

Recommended Reading

Storey, J. (2006). *Cultural Theory and Popular Culture: An Introduction*. Athens: University of Georgia Press, 4th edition.

Course Goals and Objectives

Students will:

1. Understand the historical, cultural and technological factors that have led to the development of media literacy initiatives designed to promote the cognitive, emotional and social development of children and youth;
2. Gain knowledge about the differing intellectual traditions concerning the integration of technology, media and popular culture ‘texts’ in education;
3. Understand how media literacy is being implemented in diverse educational settings and appreciate the ongoing debates about the structure and content of programs in K-12 and higher education;
4. Recognize how different instructional methods activate critical thinking about the mass media among children and youth and critically examine the role of media production activities in media literacy education;
5. Develop collaborative skills related to research and data analysis involving both qualitative data;
6. Evaluate media literacy curriculum and identify appropriate curriculum materials for different target audiences and instructional settings;
7. Strengthen curriculum design, critical thinking, creativity and multimedia literacy skills through formal and informal writing and performance activities;
8. Demonstrate the practices of reflection and critical inquiry as they apply to the teaching and learning process.

Approach to the Course

The course aims to be both theoretically rich and pragmatically valuable to those intending to provide media literacy education as teachers or multimedia curriculum developers, and to those intending to contribute to research and

scholarship on this topic. While the course explores global perspectives on media literacy, it provides particular focus on the methods, content and pedagogy of media literacy education in K-12 and after-school settings in the U.S. and United Kingdom.

Course Requirements

Assignment materials (including detailed assessment rubrics) will be available under “Assignments” on the course Blackboard site.

Informal Writing (30%)

Students complete informal homework and other short writing assignments as a means to reflect upon the course readings and prepare for class discussions.

Curriculum Review or Teacher Interview (20%)

Students critically evaluate media literacy curriculum materials and resources for use at the K-12 or college levels; alternatively, they interview an educator who is incorporating media literacy into the curriculum, making connections between the work of the practitioner and key ideas from the course readings.

Research Project (40%)

Working individually, with a partner or in a small team, students complete an original work of scholarship or a creative project. You may explore a relevant topic in depth, composing an analytic essay or review of the literature. You may also conduct informal observations and interviews with children, teens and teachers engaged in media literacy and youth media production programs in and out of school. Or you may write a creative proposal for the development of print or multimedia-based curriculum materials. Students make a formal presentation of their work at the end of the semester.

Class Participation (10%)

In a graduate seminar, student participation and engagement is at the heart of the educational enterprise. It will only be as successful as the preparation and thoughtfulness of the participants. You are expected to read all of the required readings carefully before each class and come prepared to discuss those readings in class. You should question, share and contribute ideas creatively, listening to the ideas of others respectfully and using analysis and synthesis to build connections between ideas and experiences.

Research Opportunities

These are a sample of research opportunities for Spring 2010:

Powerful Voices for Kids. Elementary school children at the Russell Byers Charter School (19th and Arch) are exploring media literacy and digital technology. Watch movie clips, TV shows or ads with children, look at websites or video games, or explore the simple software tools for digital editing. Compare the differences in critical talk about media by comparing children who participated in a media literacy program to those who did not.

News Hour News Literacy Project. High school students at the Arts Academy at Benjamin Rush High School (Northeast Philadelphia) are participating in an innovative news media literacy initiative where they get to use MacNeil Lehrer News Hour footage plus their own footage to create news packages. Observe student media production and interview students and teachers about their learning experience.

Exploring Online Social Media

Phoenixville Middle School teacher Greg Fox and Beeber Middle School (Philadelphia) teacher Sam Reed are promoting reflection and writing about online social media in the lives of their students in Grade 7 and 8. Observe Greg and Sam's different teaching styles and note what happens in the classroom when young adolescent students discuss the process of growing up online.

Digital Media for Youth Empowerment

Can urban youth ages 17 – 21 get reengaged with learning by using digital media tools and technologies, including video and audio production? At the Youth Empowerment Services program on North Broad Street in Philadelphia, observe student learning and interview teachers and students to discover the opportunities and obstacles of implementing digital media production into a youth development program for out-of-school urban youth.

Grading

Grades represent the instructor's assessment of your work as compared to clearly identified criteria for evaluation and in relation to the performance of others in the class. A grade of A represents outstanding or exceptional work; an A- indicates high quality but not outstanding work; a B+ represents high quality work but with some limitations or evident weaknesses; a B indicates competent, satisfactory work. A B- in a graduate level course suggests that the student's work is lacking in some important way. A grade of C+ or C represents seriously flawed work. In most classes that would mean doing the assignments but misunderstanding fundamental concepts or presenting them in an unacceptable form. A grade of D represents failure and will be given only if assignments were extremely poorly executed or other failure to adhere to norms of appropriate student conduct.

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 sessions 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 one missed class in the semester will lower your course grade.

Policy on Plagiarism

Students are expected to produce substantial amounts of writing for this course, and it is expected that you will be the author of all the work you submit. Students should use the American Psychological Association citation format for identifying all materials used for reference and information gathering. Please consult the instructor(s) if you have questions on how to identify the information sources that you use in preparing your work. Penalties for plagiarism may range from a reduced grade on an assignment to failing the course.

Course Schedule
BTMM 5310
Theory and Practice of Media Literacy
Professor Renee Hobbs
Spring, 2010

INTRODUCTION TO MEDIA LITERACY EDUCATION	
Week 1 January 20	Introductory Themes and Issues
Week 2 January 27	<p>What is Media Literacy?</p> <p>Hobbs, R. (2007). <i>Reading the media: Media literacy in high school English</i>. New York: Teachers College Press (pp. 1 – 89)</p> <p>Thoman, E., & Jolls, T. (2005). Media literacy education: Lessons from the Center for Media Literacy. In G. Schwartz & P. U. Brown (Eds.), <i>Media literacy: Transforming curriculum and teaching</i> (Vol. 104, pp. 180 -205). Malden, MA: National Society for the Study of Education.</p> <p>National Association for Media Literacy Education (2008). Key Principles of Media Literacy Education. Available online: http://www.namele.net/core-principles</p>
Week 3 February 3	<p>Historical Context: Media Education</p> <p>Eco, Umberto (1979). Can television teach? <i>Screen Education 31</i>, Summer. In M. Alvarado, E. Buscombe and R. Collins (Eds.) <i>The screen education reader</i>. New York: Columbia University Press, 1993 (pp. 95 – 107).</p> <p>Masterman, L. (1985). <i>Teaching the media</i>. London: Comedia/Routledge. Chapters 2 & 3.</p> <p>Cruse, E. (ND). Using Educational Video in the Classroom: Theory, Research and Practice. Unpublished manuscript.</p> <p>Hobbs, R & Jensen, A. (2009). The past, present and future of media literacy education. <i>Journal of Media Literacy Education 1</i>(1), 1 – 17.</p> <p>Buckingham, D. (2003). <i>Media education: literacy, learning and contemporary culture</i>. London: Polity. Chapters 1 – 3 (pp. 1- 52)</p> <p>Recommended: Storey, J. (2006). <i>Cultural theory and popular culture: An introduction</i>. Chapters 1 – 3.</p>

<p>Week 4 February 10</p>	<p>Youth Media Production Pedagogy</p> <p>Goodman, S. (2003). <i>Teaching youth media</i>. New York: Teachers College Press.</p> <p>Media Education Lab (2009). Powerful Voices for Kids Stewardship Report. Available: http://mediaeducationlab.com/powerful-voices</p> <p>VIEW: Peter DeCherney and other Penn faculty talk about media production as media literacy. Available: http://wic.library.upenn.edu/mashup/facvideo.html</p>
<p>Week 5 February 17</p>	<p>The Protection – Empowerment Spectrum</p> <p>American Academy of Pediatrics. Media Education. <i>Pediatrics</i> 104(2), 341-343.</p> <p>National Association for Media Literacy Education. (2010). Response to the FCC's Notice of Inquiry, "Empowering Parents and Protecting Children in an Evolving Media Landscape."</p> <p>Rubin, E. (1989). Neil Postman: Stirring Up Trouble about Language, Technology and Education. <i>Aurora</i>. Available online: http://aurora.icaap.org/index.php/aurora/article/view/62/74</p> <p>Tobias, J. (2008). Culturally relevant media studies: A review of approaches and pedagogies. <i>Studies in Media & Information Literacy Education</i> 8(4), 1 – 17.</p> <p>Hobbs, R. (1998). The seven great debates in the media literacy movement. <i>Journal of Communication</i>, 48 (2): 9-29.</p>
<p>Week 6 February 24</p>	<p>DUE: Curriculum Review or Teacher Interview</p>
<p>TEACHING AND LEARNING MEDIA LITERACY</p>	
<p>Week 7 March 3</p>	<p>Workshop: Planning a Research Project</p> <p>Ferrence, E. (2000). <i>Action research</i>. Providence, RI: Northeast and Islands Regional Educational Laboratory At Brown University.</p>
<p>Week * March 10</p>	<p>SPRING BREAK – NO CLASS</p>

<p>Week 8 March 17</p>	<p>What Does it Mean to Be Critical?</p> <p>Kellner, D. & Share, J. (2007). Critical media literacy is not an option. <i>Learning Inquiry</i>, 1(1), 59–69.</p> <p>Turnbull, S. (1998). Dealing with feeling: Why girl number twenty still doesn't answer. In D. Buckingham (Ed.). <i>Teaching popular culture: Beyond radical pedagogy</i> (pp. 88 – 106). London: UCL Press.</p> <p>Lewis, J. & Jhally, S. (1998). The struggle for media literacy. <i>Journal of Communication</i> 48:109 – 120.</p> <p>Buckingham, D. (1998). Fantasies of empowerment? Radical pedagogy and popular culture. In D. Buckingham (Ed.). <i>Teaching popular culture: Beyond radical pedagogy</i> (pp. 1 - 17). London: UCL Press.</p> <p>Buckingham, D. (2003). <i>Media education: literacy, learning and contemporary culture</i>. London: Polity. Chapters 7 - 9 (pp. 107- 156)</p> <p>Recommended: Storey, J. (2006). <i>Cultural theory and popular culture: An introduction</i>. Chapters 4 – 8.</p>
<p>Week 9 March 24</p>	<p>Digital Media and Learning</p> <p>Jenkins, H. (2006). Confronting the challenges of participatory culture: Media education for the 21st century. Chicago: John D. and Catherine T. MacArthur Foundation.</p> <p>Buckingham, D. (2003). <i>Media education: literacy, learning and contemporary culture</i>. London: Polity. Chapters 10 - 12 (pp. 157- 203)</p> <p>READ: Peppler, K. & Kafai, Y. (2007). From SuperGoo to Scratch: Exploring creative digital media production in informal learning. <i>Learning, Media and Technology</i> 32(2), 149 – 166.</p>
<p>Week 10 March 31</p>	<p>Research Approaches to Studying Media Literacy</p> <p>READ: Hobbs, R. (2007). <i>Reading the media</i>, Part III (pp. 93 – 168)</p> <p>Mangram, J. (2008). Either/or rules: Social studies teachers' talk about media and popular culture. <i>Theory and Research in Social Education</i> 36(2), 32 – 60.</p>

	<p>Engeln-Maddox, R & Miller, S. (2008). Talking back to the media ideal: The development and validation of the critical processing of images scale. <i>Psychology of Women Quarterly</i> 32, 159 – 171.</p> <p>Comer, J., Weiner, C., Furr, J., Bedias, R., Kendall, P. (2008). Children and terrorism-related news: training parents in coping and media literacy. <i>Journal of Consulting and Clinical Psychology</i> 76(4), 568 – 578.</p>
<p>Week 11 April 7</p>	<p>Media Literacy as Citizenship</p> <p>Levine, P. (2008). A public voice for youth: The audience problem in digital media and civic education. In W. L. Bennett (Ed.), <i>Civic life online: Learning how digital media can engage youth</i> (pp. 119 – 135). John D. & Catherine T. MacArthur Foundation Series on Digital Media and Learning. MIT Press.</p> <p>Rheingold, H. (2008). Using participatory media and public voice to encourage civic engagement. In W. L. Bennett (Ed.), <i>Civic life online: Learning how digital media can engage youth</i> (pp. 97 – 118). John D. & Catherine T. MacArthur Foundation Series on Digital Media and Learning. MIT Press.</p> <p>Hobbs, R., Jaszi, P. and Aufderheide, P. (2009). How media literacy educators reclaimed copyright and fair use. <i>International Journal of Learning and Media</i> 1(3): 33 – 48.</p> <p>VIEW: Hobbs, R. & Bradbury, J. (2008). <i>Access, analyze, act: A blueprint for 21st century civic engagement</i>. [Online multimedia curriculum for Grades 7 – 12]. Alexandria VA: PBS Teachers. Available: http://www.pbs.org/teachers/vote2008/blueprint/</p> <p>LISTEN: McCannon, B. (2008). "Civics on Steroids: Turning Citizens into Media Reform Activists with a Unique Media Education Approach." National Conference for Media Reform. Memphis. Tenn. Jan 14. Available: http://www.freepress.net/conference/audio</p>
<p>Week 12 April 14</p>	<p>Becoming a Reflective Practitioner</p> <p>Duncan-Andrade, J & Morrell, E. (2005). Turn up that radio, teacher: Popular culture pedagogy in new century urban schools. <i>Journal of School Leadership</i> 15(3).</p> <p>Burn, A. & Durran, J. (2007). <i>Media literacy in schools: Practice, production and progression</i>. London: Chapman Publishing. Chapter 5, "Teaching Horror: Interpretation as Digital Anatomy" (pp. 79 – 94) and Chapter 10, "Back to the Future: Possibilities and Pitfalls for Media</p>

	<p>Literacy” (pp. 162 – 174)</p> <p>Flores-Koulish, S. (2005). Preservice teachers and their media worlds. <i>Journal of School Leadership</i> 15(3).</p> <p>Hobbs, R. (2006). Non-optimal uses of video in the classroom. <i>Learning, Media and Technology</i> 31(1), 45 - 50.</p>
Week 13 April 21	Student Presentations
Week 14 April 28	Student Presentations
Week 15 May 3	<p>Synthesis and Wrap Up</p> <p>DUE: Final Paper</p>