

Course Syllabus

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Welcome

Welcome to my course on modern media! I've been studying modern media for most of my career and I'm eager to share my ideas. I also look forward to what I'll learn from you. I hope you find this experience interesting and useful.

Course Basics

Catalog Description

EDUC 335. Advanced Analysis of Modern Media. 3 cr. Advanced investigation and appreciation of new media, including video games and web videos. Applying interdisciplinary perspectives. Investigation of implications for adolescent development.

Extended Description

New media include video games, web videos, web comics, meme images, mashups, machinima, and more. We create, share, and consume these media in new ways. Yet they reflect timeless goals, including expressing ideas and emotions, making human connections, and exercising our imaginations. Media remain a cultural commons in which we negotiate our individual and collective identities, aspirations, fears, values, and more. In this course we'll investigate cognitive and affective dimensions of modern media. We'll use a variety of interdisciplinary perspectives, including psychology, art, design, education, and business. We'll also focus on adolescents' use of media and tech, including positive and negative influences and behaviors (e.g., trolling). Additionally, students will complete and share their own projects, by (a) producing original media, or (b) critically curating found media.

Instructors

During this Winterim, I have a co-teacher. I'm happy to be collaborating with Krista Gylund!

Kym Buchanan

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Krista Gylund

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- (<https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=kbuchana@uwsp.edu>) Office phone: (715) 389-6528

We prefer email for communication, rather than the mail/message system in Canvas.

Intended Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.

Do at least ONE of the following

2. Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.
3. Demonstrate an understanding of creative expression by producing or performing a creative work.

Those outcomes 1-3 are precisely the Learning Outcomes for Arts in General Education at UWSP. We'll discover that these knowledge, skills, and dispositions apply equally to traditional media (e.g., novels, movies) and new media.

4. Describe key issues in adolescent development and possible implications from adolescents' use of modern media.

This is the central enduring understanding I want you to develop:

Artists use media to connect and communicate with their audiences, including transmitting ideas and evoking emotions. Artistry in new media is often built on techniques and aesthetics in older media, while also pioneering new experiences.

Assignments: Highlights

Here are brief descriptions of the major assignments. Canvas has detailed rubrics and directions which you should read before starting an assignment.

Adolescent Development Essay: You will write an informative essay in which you summarize some of what you see as key issues during and beyond adolescent development (e.g., self-concept, egocentrism, identity exploration, deeper interpersonal relationships). There is a resubmit option for this assignment. (Outcome 4)

Advancing the Art Essay: You will write an informative and persuasive essay in which you focus on one work of modern media within its medium and style/genre. You will summarize the origin and history of the medium and/or style/genre. Then you will describe how the work conforms to and/or breaks from that

history, and whether the work advances the art. There is a resubmit option for this assignment. (Outcome 1 & 2)

Course Project: You will choose one of the following: (a) produce an original work of modern media, or (b) critically curate at least three related works of modern media, explaining their context. The purpose of this assignment is synthesizing big ideas from the whole course. There is a resubmit option for this assignment. Before starting your Course Project, I must approve your "Course Project Proposal." (Outcome 2 or 3)

Final Exam: This is a timed, short-essay exam. You take the exam when you're ready. There is no face-to-face location for the exam. The exam is unique for each student. (Outcome 1 & 2)

Media & Adolescence Essay: You will write a persuasive essay in which you make and support assertions about the probable effects of modern media on adolescent development. There is a resubmit option for this assignment. (Outcome 4)

Media Critique Essay: You will write a persuasive critique of a specific work of modern media. Your critique may be similar to a consumer review, but your analysis will be deeper than whether the work is satisfying. The work you choose for this assignment can't be the same as the "Advancing the Art" assignment, although it can be the same kind of media and/or related. There is a resubmit option for this assignment. (Outcome 1 & 2)

My Media Habits & Tastes Essay: You will write an informative essay in which you summarize your personal preferences and routine uses of modern media. There is a resubmit option for this assignment. (Outcome 1)

Study Questions: Throughout the Checklist you'll find questions to informally guide your learning. Twice during the course, as a formal assignment, you'll answer some questions. (Outcome 1 & 2)

Learning Online

This course is partly or entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

Since I won't be lecturing or facilitating other face-to-face activities, it's very important that you complete all the readings carefully. By "carefully," I mean taking enough time to process the ideas and check your understanding. For some readings, I provide study questions or other tools to help you check your understanding.

If we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an appointment to meet by phone or in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about looking foolish or wasting my time. **I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.**

Twitter

I have a Twitter feed that sometimes includes issues related to this course. I have two main goals for using Twitter: use a new technology in my teaching and build connections with students. If you're already savvy with Twitter, I'm **@reach2grow**.

I never post essential information only on Twitter. I use email and in-class announcements to keep you informed. If you follow my Twitter feed, I hope you find it interesting. But if you don't follow it, it won't interfere with your success in this course in any way.

Course Requirements & Grading

About Assignments

Directions and rubrics for all the assignments are in Canvas. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. **I care about your success.** I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. Depending the assignment, you will email me, post to Canvas under Discussions, or submit to the Canvas dropbox. If you are emailing me, please send one assignment per email, and use the correct subject. You can lose points by not submitting an assignment correctly.

Please save all email and assignments for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes email from me and email from Canvas. Please don't tell me "I did that but I deleted it."

I often give reminders about due dates via email. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

About Resubmit

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score. In a face-to-face or hybrid course, the maximum increase is 10% (or at least 1 point). In an online course, the maximum increase is 20% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

Grading Scale

Your grade is based on how many points you earned (X), divided by how points you could have earned (Y). Based on that simple division ($X \div Y$), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I don't give extra credit.

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I won't accept any assignments after **Thursday, January 16, 2020, 11:59 pm**.

Textbook & Supplies

There is one rental textbook:

- Ruskiewicz, J.J., Anderson, D., & Friend, C. (2011). *Beyond Words* (3rd Ed.). Harlow, England: Pearson Longman.

Additional readings will be in Canvas or on third-party websites.

Some assignments may require using new media creation tools (e.g., video editing). I will introduce several free tools, and the university provides many premium tools. FYI, you can access university computers from off campus via the [Remote Lab](http://www.uwsp.edu/infotech/Pages/ComputerLabs/Remote-Lab.aspx) (<http://www.uwsp.edu/infotech/Pages/ComputerLabs/Remote-Lab.aspx>).

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

Dispositions & Conduct

I view my students as pre-professionals or current professionals. Your conduct in this course should demonstrate your qualifications for professional responsibilities (e.g., teaching and guiding young people). I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways.

I especially encourage you to consider your professional presence and tone. This includes both face-to-face and online interactions with me and with your peers. For example, if you're teaching or presenting in a face-to-face class, I encourage you to have a professional appearance (e.g., business casual clothing). As another example, when composing an email, I encourage you to include a salutation (e.g., "Dear Dr. Buchanan"), complete sentences with correct conventions (e.g., spelling), and a signature (e.g., "Sincerely, Ima Student").

In a School of Education course, if you have concerns about the instructor you have the right to communicate with the Associate Dean: Lynda Fernholz, (lfernhol@uwsp.edu, 715-346-3223).

Class Climate

I'm dedicated to creating safe, inclusive, welcoming classes in which all students can succeed. This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx) (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>).

Exceptional Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf) (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](http://www.uwsp.edu/disability/Pages/default.aspx) (<http://www.uwsp.edu/disability/Pages/default.aspx>) and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with [Chapter 14 of the UWSP Bill of Rights and Responsibilities](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf) (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>). This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](http://education.uwsp.edu/central/soe_dispositions_model.pdf) (http://education.uwsp.edu/central/soe_dispositions_model.pdf) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Emergency Response

In the event of a medical emergency call 9-1-1 or use Red Emergency Phone in the hallway. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure: any interior hallway or room on the 2nd floor or lower. Avoid wide-span structures (gyms, pools, or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the 4th Ave (south) doors to the HEC/Quandt Gym. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures (<http://education.uwsp.edu/381/www.uwsp.edu/rmgt/Pages/em/procedures>) for details on all emergency response at UW-Stevens Point.









Acknowledgments















Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Lisa Bardon, Maysee Herr, Pat Shaw, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; and Manuel Mateo and Mary Jane Pelson in Portland, Oregon.









Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please complete the Respond to the Syllabus assignment. If you're taking more than one course with me this semester, you must complete this assignment for each course/syllabus.

Course Summary:

Date	Details	
Fri Jan 3, 2020	 Discussion Post . Directions	to do: 11:59pm
	 Ground Rules	to do: 11:59pm
	 Respond to Peers . Directions	to do: 11:59pm
	 Discussion Post 1. Orientation (https://uwstp.instructure.com/courses/273906/assignments/1326039)	due by 11:59pm
	 Respond to the Syllabus (https://uwstp.instructure.com/courses/273906/assignments/1326055)	due by 11:59pm
Sat Jan 4, 2020	 Course Project Proposal (https://uwstp.instructure.com/courses/273906/assignments/1326047)	due by 11:59pm
	 Discussion Post 2. Media Have Power (https://uwstp.instructure.com/courses/273906/assignments/1326030)	due by 11:59pm
	 My Media Habits & Tastes Essay (https://uwstp.instructure.com/courses/273906/assignments/1326052)	due by 11:59pm

Date	Details	
Mon Jan 6, 2020	 Adolescent Development Essay https://uwstp.instructure.com/courses/273906/assignments/1326171	due by 11:59pm
	 Discussion Post 3. Psychology https://uwstp.instructure.com/courses/273906/assignments/1326038	due by 11:59pm
Wed Jan 8, 2020	 Advancing the Art Essay https://uwstp.instructure.com/courses/273906/assignments/1326043	due by 11:59pm
	 Discussion Post 4. Art https://uwstp.instructure.com/courses/273906/assignments/1326037	due by 11:59pm
	 Study Question, Modules 1-4 https://uwstp.instructure.com/courses/273906/assignments/1326060	due by 11:59pm
Fri Jan 10, 2020	 Discussion Post 5. Design https://uwstp.instructure.com/courses/273906/assignments/1326035	due by 11:59pm
	 Discussion Post 6. Business https://uwstp.instructure.com/courses/273906/assignments/1326034	due by 11:59pm
	 Media Critique Essay https://uwstp.instructure.com/courses/273906/assignments/1326049	due by 11:59pm
Sun Jan 12, 2020	 Discussion Post 7. Education https://uwstp.instructure.com/courses/273906/assignments/1326033	due by 11:59pm
	 Media & Adolescence Essay https://uwstp.instructure.com/courses/273906/assignments/1326172	due by 11:59pm
Tue Jan 14, 2020	 Course Project https://uwstp.instructure.com/courses/273906/assignments/1326045	due by 11:59pm
	 Discussion Post 8. Summit https://uwstp.instructure.com/courses/273906/assignments/1326031	due by 11:59pm
	 Respond to Peers https://uwstp.instructure.com/courses/273906/assignments/1326054	due by 11:59pm
	 Study Question, Modules 5-8 https://uwstp.instructure.com/courses/273906/assignments/1326061	due by 11:59pm

Date	Details
Thu Jan 16, 2020	 Final Exam (https://uwstp.instructure.com/courses/273906/assignments/1326028) due by 11:59pm
	 RESUBMIT: Adolescent Development Essay (https://uwstp.instructure.com/courses/273906/assignments/1326173) due by 11:59pm
	 RESUBMIT: Advancing the Art Essay (https://uwstp.instructure.com/courses/273906/assignments/1326056) due by 11:59pm
	 RESUBMIT: Course Project (https://uwstp.instructure.com/courses/273906/assignments/1326057) due by 11:59pm
	 RESUBMIT: Media & Adolescence Essay (https://uwstp.instructure.com/courses/273906/assignments/1326174) due by 11:59pm
	 RESUBMIT: Media Critique Essay (https://uwstp.instructure.com/courses/273906/assignments/1326058) due by 11:59pm
	 RESUBMIT: My Media Habits & Tastes Essay (https://uwstp.instructure.com/courses/273906/assignments/1326059) due by 11:59pm
	 Grade Adjustment (Instructor Choice) (https://uwstp.instructure.com/courses/273906/assignments/1326048)