



Digital and Media Lit. for Ed.

EDU 595 – Summer II 2021 (22421461)

Course Overview

EDU 595 provides advanced undergraduate and graduate students with the opportunity to consider the ways in which you -- and your students -- experience digital technologies and consume a variety of media types. Moreover, as an educator, EDU 595 will help you design activities for your own students (or future students) to be mindful of their own use of technology and media. The course instructor, Dr. Troy Hicks, can be reached at <troy.hicks@cmich.edu> and is available for office hours through <hickstro.youcanbook.me>.

Objectives:

Based on National Association for [Media Literacy Education's Core Principles](#), after participating in EDU 595, learners will demonstrate the ability to:

- Engage in active inquiry and critical thinking about the media messages that s/he consumes and creates;
- Recognize the ways in which media are a part of our broader culture and acts as agents of socialization, for good and for ill;
- Define “literacy” in a contextual and nuanced manner, including traditional notions of reading and writing as well as multimedia/digital authorship; and
- Develop one’s own informed, reflective, and action-oriented pedagogy that empowers one’s own students to become media literate citizens.

Book and Additional Materials:

- Hobbs, R. (2020). *Mind Over Media: Propaganda Education for a Digital Age*. W. W. Norton & Company.
- Other reading, viewing, and listening materials such as course reserves, current news articles, podcasts, or short instructional videos as shared in assignments and announcements.

Assignments:

More details on these assignments and schedule will be provided in weekly announcements as the semester continues, yet the general overview below provides you with point values and due dates.

- Weeks 1-7 Discussion:
 - At least four times in Weeks 1-7, you will be required to participate in a round of discussion on Bb where you 1) respond to the readings/viewings for the week in a substantive way and 2) offer a compelling response to two of your classmates. As they arise, there may also be “alternative” options to do in lieu of Bb discussions such as Twitter chats or webinars. (25 points x 4 times = 100 points)
- Weekly Assignments
 - Week 1: Flipgrid Discussion #1: Defining Digital and Media Literacy (50 pts, Pass/Fail)
 - Week 2: Digital/Media Artifact Analysis (150 points, scored by rubric)
 - Week 3: Flipgrid discussion #2: Project Elevator Pitch (50 points, Pass/Fail)
 - Week 4: Digital/Media Educational Resource Analysis (150 points, scored by rubric)
 - Week 5: Meeting with Accountability Partner and Project Update #1 (50 points, Pass/Fail)
 - Week 6: Response to a Peer-Reviewed Media Literacy Journal Article (100 points, scored by rubric)
 - Week 7: Meeting with Accountability Partner and Project Update #2 (50 points, Pass/Fail)
 - Week 8: Classroom-ready Digital and Media Literacy Resource (250 Points) and Webinar/Screencast Overview (50 points, pass/fail)



Course Schedule

Week	Topic	Textbook Reading	Assignment	Due Date
Week 1 June 21-27	A Brief History of Digital and Media Literacy	Hobbs, <i>Mind Over Media</i> , Preface and Chapter 2, "Propaganda Education" Additional reading and viewing materials available in Bb	Post to Flipgrid Discussion #1 Participate in Week 1 Discussion/Response (or Alternative)	Monday, June 28
Week 2 June 28–July 4	Analyzing an Existing Digital/Media Artifact	Hobbs, <i>Mind Over Media</i> , Chapter 1, "Mind Over Media" Additional reading and viewing materials available in Bb	Digital/Media Artifact Analysis Participate in Week 2 Discussion/Response (or Alternative)	Monday, July 5
Week 3 July 5-11	Digital/Media Literacy: Focus on Authorship	Hobbs, <i>Mind Over Media</i> , Chapter 6, "Beneficial Propaganda: Arts, Activism, and Elections" Additional reading and viewing materials available in Bb	Post to Flipgrid Discussion #2 Participate in Week 3 Discussion/Response (or Alternative)	Monday, July 12
Week 4 July 12-18	Digital/Media Literacy: Focus on Format	Hobbs, <i>Mind Over Media</i> , Chapter 3, "Propaganda and the Attention Economy" Additional reading and viewing materials available in Bb	Digital/Media Educational Resources Analysis Participate in Week 4 Discussion/Response (or Alternative)	Monday, July 19
Week 5 July 19-25	Digital/Media Literacy: Focus on Audience	Hobbs, <i>Mind Over Media</i> , Chapter 5, "The Dark Side of Propaganda: Lies, Hate Speech, and Terrorism" Additional reading and viewing materials available in Bb	Meet with Accountability Partner / Project Update #1 Participate in Week 5 Discussion/Response (or Alternative)	Monday, July 26
Week 6 July 26-Aug 1	Digital/Media Literacy: Focus on Content	Hobbs, <i>Mind Over Media</i> , Chapter 4, "Teaching the News" Additional reading and viewing materials available in Bb	Response to Peer-Reviewed Journal Article Participate in Week 6 Discussion/Response (or Alternative)	Monday, August 2
Week 7 August 2-8	Digital/Media Literacy: Focus on Purpose	Hobbs, <i>Mind Over Media</i> , Chapter 7, "Entertainment and Education Propaganda" and Epilogue Additional reading and viewing materials available in Bb	Meet with Accountability Partner / Project Update #2 Participate in Week 7 Discussion/Response (or Alternative)	Monday, August 9
Week 8 August 9-13	The Future of Media Literacy and Presentation of Final Projects	Additional reading and viewing materials available in Bb	Classroom-ready Dig./Media Literacy Resource Screencast or Webinar Participation	No later than Friday, April 30 th

Deadlines

- Assignments will be due on 11:59 AM (noon) EST of the due date, almost always the Monday after the week the task is first assigned (except for final project, due on Friday, August 13, 2021).
- Submit (links to) all work through Bb (for timestamp verification and assessment purposes).

This syllabus was designed by Dr. Troy Hicks <troy.hicks@cmich.edu> for Central Michigan.
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Course Assessment

While grades are an important part of any college experience, I firmly believe that they should not supersede inquiry, learning, and reflection. Additionally, when you are truly engaged in a learning process – one that respects creativity, flexibility, and persistence – our traditional methods of grading do not always measure these qualities of upper-level undergraduates/graduate students and their work. Still, we live in a world of grades, and something must be recorded at the end of the semester. I try to be as transparent and accommodating as I can in my grading policies, and here is what I have landed on through trial and error.

Weeks 1-7 Discussion

- To offer you some degree of choice, you will submit four rounds of an initial discussion post (by Wednesday night at midnight EST) and two responses (by the next Monday at 11:59 AM, noon EST). Examples of what constitutes a substantive, initial post as well as a compelling response will be provided. These are pass/fail assignments, and will be evaluated as noted below.
- There will be “alternatives” for discussion forums that will be announced on a week-to-week basis.

Pass/Fail Assignments

- If assignments are turned in on time and are of sufficient length and quality, they will earn full credit.
- If assignments are turned in on time and are **not** of sufficient length and quality, they can be revised based on instructor feedback.
- If assignments are turned in late without prior requests for an extension, no credit will be given.

Graded Assignments (via Rubric)

- If assignments are turned in on time, and you are unsatisfied with your grade, they can be revised and resubmitted to gain any lost points.
- If assignments are not turned in on time without prior requests for an extension, they will be assessed, but they cannot be revised.

Late Work

- In the case that you need an extension, please contact me before 8:00 AM EST on the day that the assignment is due, and I will work with you to determine a suitable deadline.
- Typically, late work of any kind must be completed within one week of the original deadline.
- Submissions for all work will need to be completed by 11:59 PM (midnight) EST on the final Friday of Week 8, at which point grades will be finalized.

Feedback

- Because of the depth and nuance required of 500-level course work, I will strive provide feedback on your assignment submissions within one week of the final submission deadline. If I require more time, I will alert you with the updated timeline.

Grading Scale

Final Point Total / Final Letter Grade

960 – 1000 / A	840 – 879 / B	730 - 759 / C	630 - 659 / D
920 – 959 / A-	800 – 839 / B-	700 - 729 / C-	600 - 629 / D-
880 – 919 / B+	760 - 799 / C+	660 - 699 / D+	599 or below / E

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Additional Policies and CMU Resources

Synchronous Meetings/Attendance

There will be one “welcome webinar” at the beginning of the course and – based on student interest and availability – some additional times scheduled for final presentations. If you are unable to attend the welcome webinar, a recording will be made available. There is no mandated attendance for these events.

Academic Integrity

- CMU’s policy on Academic Integrity can be found [here](#).

Code of Student Rights, Responsibilities and Disciplinary Procedures

- CMU’s Code of Student Rights, Responsibilities and Disciplinary Procedures can be found [here](#).

Library Research and Instruction Services

- CMU’s Library Services can be accessed via VPN, and information can be found [here](#).

Writing Center

- CMU’s Writing Center is available through [online access](#).

Student Disability Services

- CMU’s Office of Student Disability Services can be found [here](#).

Office of Civil Rights and Institutional Equity

- CMU’s Office of Civil Rights and Institutional Equity can be found [here](#).

Veterans’ Resource Center

- CMU’s Veterans’ Resource Center can be found [here](#).

Office of Native American Programs

- CMU’s Office of Native American Programs can be found [here](#).

CMU Cares

- The CMU Cares program serves the CMU community with a focus on engaging in proactive and collaborative approaches to identify, assess, and support students, faculty, and staff. More information is available [here](#).

