



Syllabus for Educ 135 Thinking and Feeling in Modern Media & Educ 335 Advanced Analysis of Modern Media

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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.

Catalog Description

EDUC 135. Thinking and Feeling in Modern Media. 3 cr. Introductory investigation and appreciation of new media, including video games and web videos. Applying interdisciplinary perspectives. Focus on adolescents' use of media and tech.

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. As a class, we'll 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.

135 vs. 335

I offer EDUC 135 and EDUC 335 at the same time. Both courses share many readings and assignments, including discussion forums. However, students in 335 have additional required readings and assignments.

Students in 135 are free to also read the additional readings, but they are excused from the additional assignments.

Instructor: Kym Buchanan

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- Office: CPS 470
- Office hours: Wed, 2-2:50 pm (Fall & Spring), and by appointment

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 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. Students in EDUC 335 have an additional outcome:

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.

Content & Activities

The [Checklist](#) page show the major content and activities for this course.

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

Advancing the Art: 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, & 3)

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 receive the Exam via email. There is no face-to-face location for the Exam. The Exam is unique for each student. (Outcomes 1, 2, 3, &/or 4 (depending on exam

question))

Implications for Adolescent Development (EDUC 335 only): You will write a persuasive essay in which you make and support assertions about the probable effects of modern media on adolescent development. This assignment builds on the *Key Issues in Adolescent Development* assignment. There is a resubmit option for this assignment. (Outcome 4)

Key Issues in Adolescent Development (EDUC 335 only): 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). This assignment supports the *Implications for Adolescent Development* assignment. There is a resubmit option for this assignment. (Outcome 4)

Media Critique: 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. (Outcomes 2 & 3)

My Media Habits & Tastes: You will write an informative essay in which you summarize your personal preferences and routine uses of modern media. (Outcome 3)

Open Journal: You will respond to one or more prompts about the unit's readings. The overall purpose of this assignment is demonstrating your reflection on media and our investigation of media. (Outcomes 1, 2, 3, &/or 4 (depending on readings and big ideas))

Study Questions: Throughout the Checklist you'll find questions to informally guide your learning. As a formal assignment, you will respond to two of the study questions about specific readings.

■ Kat, D2L, & Other Technology

Kat is an experimental learning management system, like D2L. I built Kat myself. [Kat can do many unusual things](#) to support teaching and learning, and it allows me to keep my course content open access (which is important to me). Kat is named in honor of Julia Stiles' character in the movie *10 Things I Hate About You* (and her Shakespearean inspiration).

You don't need to log into Kat for this course. We use e-reserve for some readings. We use the D2L Gradebook, Dropbox, and Discussions tools. We will use the web extensively, including accessing video games, web videos, web comics, meme images, and more.

■ 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](#).

My feed will also appear on my homepage ([KymBuchanan.org](#)), and it's archived here: <http://twitter.com/#!/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.

■ Learning Online

This course is 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.

Since 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.**

Please read the directions for each assignment carefully. Depending on the assignment, you will email me, submit in Kat, post to D2L under Discussions, or submit to the D2L 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.

Course Requirements & Grading

About Assignments

All the assignments are listed in the [Assignments](#) page in Kat. Directions and rubrics for all the assignments are in Kat. 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 and rubric for each assignment carefully. Depending on the assignment, you will email me, post to D2L, or submit to D2L. 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.

For some assignments there may be different rubrics for undergraduate and graduate students. Be sure you refer to the correct rubric.

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 D2L. Please don't tell me "I did that but I deleted it."

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

[Frequently Asked Questions \(Courses\)](#)

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 **Friday, January 20, 2017, 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 D2L 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](#).

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. I'm the Associate Dean, so if you have concerns about me, you have the right to communicate with the College of Professional Studies Dean, Marty Loy (mloy@uwsp.edu, 715-346-4904).

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](#) .

■ 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](#) . If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  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](#) . 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](#)  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.

Acknowledgments

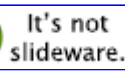
Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Lisa Bardon, Maysee Herr, Pat Shaw, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; and Manuel Mateo and Mary Jane Pelson in Portland, Oregon.

Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please go to Kat and 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.

I believe that the place for all of us to start in the schools is with a deeper understanding of the nature of pluralism. I think of *tolerance* as a minimal moral duty calling for simple noninterference. It is the obligation to bear, or to put up with, different points of views and beliefs. I think of *diversity* as an empirical term that carries with it no moral obligation. It merely describes a state of difference or variety. It does not enjoin us even to respect this difference, let alone celebrate it, as so many educators think. *Pluralism*, however, is a thicker term than those two, containing significant moral meaning and implications for us as educators. -Robert J. Nash ([more quotes](#))

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CSS: [General Presentation](#)

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