

Course Syllabus

[Jump to Today](#)



EDUC 335 Advanced Analysis of Modern Media

2020 Summer

This course is entirely online.

Contents

1. Assignment: Respond to the Syllabus
2. Instructor: Kym Buchanan
3. Course Description
4. Course Learning Outcomes
5. General Education Program Learning Outcomes
6. Evaluation/Course Requirements
7. Required Course Materials
8. Technology Guidelines
9. Inclusivity Statement
10. Confidentiality
11. Grading Scale
12. Communicating with Your Instructor
13. Office Hours
14. Attendance
15. Late Work
16. Absences Due to Military Service
17. Religious Beliefs Accommodation
18. Equal Access for Students with Disabilities
19. Help Resources
20. Academic Honesty
21. Other Campus Policies
22. Intellectual Property Statement
23. Acknowledgements
24. About the Course Summary
25. Course Summary

1. 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.

2. Instructor: Kym Buchanan

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.

- Email: kbuchana@uwsp.edu (<https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=kbuchana@uwsp.edu>)
- Pronouns: he/him
- Office phone: (715) 346-2906 [email is usually faster]
- Office: CPS 454

IMPORTANT: 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 in-person 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 Zoom or phone. 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.**

3. Course 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.

4. Course Learning Outcomes

The following are the **course 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. We also focus on this 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.

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) [_ \(http://education.uwsp.edu/central/soe_dispositions_model.pdf\)](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.

5. General Education Program Learning Outcomes

These outcomes are directly integrated into the Course Learning Outcomes, above.

6. Evaluation/Course Requirements

A list of all assignments appears in the Course Summary at the end of this syllabus. Here are brief descriptions of the major assignments. Canvas has detailed rubrics and directions which you should read before starting an assignment. Alignment with the course outcomes is listed in parentheses.

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)

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 sometimes 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.)

See the Assignments below or to left for the due dates. If you choose to resubmit an assignment, please include "RESUBMIT" in the file name. (You turn in a Resubmit the same place you turned in the Submit, so that I can easily compare the versions.)

7. Required Course Materials

There is no textbook. 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.

8. Technology Guidelines

You're free to use a mobile device in class in appropriate ways (e.g., using a laptop or tablet to take notes). You're free to have a phone visible. Please use any technology in ways that are considerate and professional of me and your peers.

We sometimes use Kahoot in class. You can download the free app on a smartphone or access Kahoot through a web browser.

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.

9. Inclusivity Statement

I'm dedicated to creating safe, inclusive classes where everyone 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>).

10. Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

I'm dedicated to honoring the privacy and dignity of my students. I will keep all discrete matters between us confidential, to the limits of my mandated reporting duty.

11. 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.

12. Communicating with Your Instructor

I welcome in-person communication before and after class, during my office hour, and by appointment. Otherwise, email is the best way to communicate with me. I'm also happy to meet by webcam.

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 in-person and online interactions with me and with your peers. For example, if you're teaching or presenting in a in-person 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.

13. Office Hours

I hold Office hours in Zoom, at regular times and by appointment. You can also call me during my office hours (715-346-2906).

- <https://uwsp.zoom.us/j/6055329491> (<https://uwsp.zoom.us/j/6055329491>)
- Wed, May 27, 10-10:50 am
- Mon, Jun 1, 11:00 - 11:50 am
- Wed, Jun 3, 11:00 - 11:50 am
- Mon, Jun 8, 9:00 - 9:50 am
- Wed, Jun 10, 9:00 - 9:50 am
- Mon, Jun 15, 11:00 - 11:50 am
- Wed, Jun 17, 11:00 - 11:50 am

14. Attendance

There are no simultaneous class meetings.

15. 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 **Thu, Jun 18, 2020, 11:59 pm**.

16. Absences Due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, **not to exceed two (2) weeks** (<https://www.uwsp.edu/veteran-services/Pages/short-term-leave.aspx>) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the **Military Call-Up Instructions for Students** (<https://www.uwsp.edu/veteran-services/Pages/Call-Up-Guidelines.aspx>).

17. Religious Beliefs Accommodation

It is UW System policy (**UWS 22** (https://docs.legis.wisconsin.gov/code/admin_code/uws/22)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

18. Equal Access for Students with Disabilities

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) (x3365 or ALB 609) 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).

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe their disability.

19. Help Resources

- **Tutoring and Learning Center:** helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568
- **Academic and Career Advising Center:** 320 Albertson Hall, ext 3226
- **Safety and General Support:** Dean of Students Office, 212 Old Main, ext. 2611
- **Health Care:** Delzell Hall, ext. 4646
- **Mental Health:** Counseling Center, Delzell Hall, ext. 3553

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit [this link for more information](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) [. \(https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx\)](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx) [_ \(https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx\)](https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

20. Academic Honesty

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) [_ \(http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf\)](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.

21. Other Campus Policies

FERPA

[The Family Educational Rights and Privacy Act](https://www.uwsp.edu/regrec/Pages/ferpa.aspx) [_ \(https://www.uwsp.edu/regrec/Pages/ferpa.aspx\)](https://www.uwsp.edu/regrec/Pages/ferpa.aspx) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the

university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on [the Dean of Students web page](https://www.uwsp.edu/DOS/sexualassault) (<https://www.uwsp.edu/DOS/sexualassault>) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see [the Title IX page](https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx) (<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](https://www.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf) (<https://www.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf>). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](https://www.uwsp.edu/dos/aoda-ipv/Pages/dfsca.aspx) (<https://www.uwsp.edu/dos/aoda-ipv/Pages/dfsca.aspx>)

Copyright Infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these

laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit [our copyright page](http://libraryguides.uwsp.edu/copyright?hs=a) [_\(http://libraryguides.uwsp.edu/copyright?hs=a\)](http://libraryguides.uwsp.edu/copyright?hs=a).

22. Intellectual Property Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

There is one significant exception. When I create original content as an instructor and scholar, I typically use the [Creative Commons Attribution-NonCommercial-ShareAlike license](https://creativecommons.org/licenses/by-nc-sa/4.0/) [\(https://creativecommons.org/licenses/by-nc-sa/4.0/\)](https://creativecommons.org/licenses/by-nc-sa/4.0/). (This is different than others' content, like readings written by others.) I invite you to share and adapt my original content, while keeping my name attached to it.

23. 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.













24. About the Course Summary

The Course Summary below is tentative and may change. I will announce any changes via email.

Course Summary:

Date	Details
------	---------

Date	Details	
Thu May 28, 2020	 Ground Rules	to do: 11:59pm
	 Discussion Post 1. Orientation (https://uwstp.instructure.com/courses/306744/assignments/1923708)	due by 11:59pm
	 Respond to the Syllabus (https://uwstp.instructure.com/courses/306744/assignments/1923726)	due by 11:59pm
Sun May 31, 2020	 Course Project Proposal (https://uwstp.instructure.com/courses/306744/assignments/1923720)	due by 11:59pm
	 Discussion Post 2. Artistic Freedom (https://uwstp.instructure.com/courses/306744/assignments/1923715)	due by 11:59pm
	 My Media Habits & Tastes Essay (https://uwstp.instructure.com/courses/306744/assignments/1923724)	due by 11:59pm
Tue Jun 2, 2020	 Adolescent Development Essay (https://uwstp.instructure.com/courses/306744/assignments/1923717)	due by 11:59pm
	 Discussion Post 3. Psychology (https://uwstp.instructure.com/courses/306744/assignments/1923709)	due by 11:59pm
Thu Jun 4, 2020	 Advancing the Art Essay (https://uwstp.instructure.com/courses/306744/assignments/1923718)	due by 11:59pm
	 Discussion Post 4. Art (https://uwstp.instructure.com/courses/306744/assignments/1923710)	due by 11:59pm
	 Study Question, Modules 1-4 (https://uwstp.instructure.com/courses/306744/assignments/1923733)	due by 11:59pm
Sun Jun 7, 2020	 Discussion Post 5. Design (https://uwstp.instructure.com/courses/306744/assignments/1923711)	due by 11:59pm
Tue Jun 9, 2020	 Discussion Post 6. Business (https://uwstp.instructure.com/courses/306744/assignments/1923712)	due by 11:59pm
	 Media Critique Essay (https://uwstp.instructure.com/courses/306744/assignments/1923723)	due by 11:59pm
Thu Jun 11, 2020	 Discussion Post 7. Education (https://uwstp.instructure.com/courses/306744/assignments/1923713)	due by 11:59pm
	 Media & Adolescence Essay (https://uwstp.instructure.com/courses/306744/assignments/1923722)	due by 11:59pm

Date	Details	
Sun Jun 14, 2020	 Course Project (https://uwstp.instructure.com/courses/306744/assignments/1923719)	due by 11:59pm
	 Discussion Post 8. Summit (https://uwstp.instructure.com/courses/306744/assignments/1923714)	due by 11:59pm
	 Study Question, Modules 5-8 (https://uwstp.instructure.com/courses/306744/assignments/1923734)	due by 11:59pm
Tue Jun 16, 2020	 Final Exam (https://uwstp.instructure.com/courses/306744/assignments/1923707)	due by 11:59pm
	 Respond to Peers (https://uwstp.instructure.com/courses/306744/assignments/1923725)	due by 11:59pm
Thu Jun 18, 2020	 RESUBMIT: Adolescent Development Essay (https://uwstp.instructure.com/courses/306744/assignments/1923727)	due by 11:59pm
	 RESUBMIT: Advancing the Art Essay (https://uwstp.instructure.com/courses/306744/assignments/1923728)	due by 11:59pm
	 RESUBMIT: Course Project (https://uwstp.instructure.com/courses/306744/assignments/1923729)	due by 11:59pm
	 RESUBMIT: Media & Adolescence Essay (https://uwstp.instructure.com/courses/306744/assignments/1923730)	due by 11:59pm
	 RESUBMIT: Media Critique Essay (https://uwstp.instructure.com/courses/306744/assignments/1923731)	due by 11:59pm
	 RESUBMIT: My Media Habits & Tastes Essay (https://uwstp.instructure.com/courses/306744/assignments/1923732)	due by 11:59pm
	 Grade Adjustment (Instructor Choice) (https://uwstp.instructure.com/courses/306744/assignments/1923721)	