

## **IS515 – Media Literacy and Youth Spring 2018**

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**Office Hours:** By appointment, or online after class

**Online Class Meetings:** Tuesday, 6:30-8:30pm

### **Course Overview**

LIS 515 Media Literacy and Youth provides students with both theoretical knowledge and practical methods which can be used by youth services librarians and other professionals working with young people and media. Media literacy builds on traditional definitions of literacy that emphasize reading and writing, that is the consumption and production of printed texts. Instead of focusing exclusively on printed texts, however, media literacy explores the consumption and production of diverse methods of communication such as images, games, and music. For much of its history, media literacy has emphasized people's consumption of mass media including newspapers, television, and film. In recent years, media literacy researchers and teachers have increasingly emphasized the production of media as well as newer forms of social and participatory media, such as wikis and vodcasts. This course builds on the premise that young people are competent, capable, and creative individuals. As such, the emphasis for the course is on how adults can support young people's participation in media culture, rather than on how we might protect them from it.

### **Central Questions**

Questions that are not easily answerable in a brief answer can help spark inquiry and stimulate thinking. The following questions serve that role for LIS506 Youth Services Librarianship:

- How do young people in the U.S. engage with mainstream and new media?
- How can youth services providers, including librarians and educators, best support young people's engagements with media as well as help them become more critical participants?
- What important and relevant issues and trends affect the intersection of libraries, young people, and media?

### **Course Objectives**

- To gain an understanding of media literacy, its function, meanings, and overlapping elements, particularly as each relates to the media practices of young people;
- To explore issues and challenges related to media literacy in its broader social, legal, and educational contexts;
- To learn strategies for supporting young people's media literacy achievement generally and within information institutions specifically;
- To gain experience and familiarity with various forms of media, including digital, social, networked, and new media formats and platforms

## Communication

I will do my best to communicate clearly all course requirements and material in a timely manner. This will include announcements at the beginning of class and via the Moodle. Please make sure to arrive in class on time and check the Moodle regularly so that you do not miss announcements.

If you have questions, concerns, problems, or conflicts, please feel free to email me. ***I will try to reply to any emails within 36hrs during the week and 48hrs on the weekend;*** so if you haven't heard back from me in that time, feel free to drop me a reminder.

I also welcome you to schedule appointments with me to ask questions or get clarifications outside of class. I am happy to stay in online sessions after class or find other times to chat via course software or other chat software.

## Readings and Course Work

You are expected to do the readings and engage with them in a reflective manner.

- Read the assigned texts ***before each class meeting***, as it will make both class activities and your participation in class more meaningful.
- As you read them, think about the question we're scheduled to focus on for that week.
- All readings will be made available through the Moodle or through University Library Online Databases.

You must complete all required assignments in order to pass this class; however, completing all required assignments does not guarantee you will receive a passing grade.

- Work submitted after a deadline may be subject to a grade reduction, unless permission has been raised ahead of time.
- Please review and reflect on the academic integrity policy of the University of Illinois, [http://admin.illinois.edu/policy/code/article1\\_part4\\_1-401.html](http://admin.illinois.edu/policy/code/article1_part4_1-401.html)
- In submitting assignments for IS515, you certify that all work presented is your own and has been done by you independently or as a member of a designated group for group assignments.

I will happily accommodate any students with disabilities, but students must be registered and assessed by the [UIUC's Disability Resources and Educational Services](#).

## Attendance, Participation, & Class Discussion

You are expected to attend the course and participate in discussions and activities.

**\*\*\*If you need to miss a class, please email me so we can arrange for you to make up missed content. \*\*\***

Different students have different comfort levels with speaking up, typing in live sessions, and with Moodle technology. As such, you will have a variety of ways to participate.

Classroom discussion should be civilized and respectful to everyone. It should be relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect one other and our differences.

I value and endeavor to support an inclusive teaching and learning environment. For more information on what that means and how it impacts the classroom, see <http://www.inclusiveillinois.illinois.edu/chancellordivstmtswf.html#ValueStmt>

## **Weekly Schedule**

**Week One: January 18** - Course Overview & Introduction to Media Literacy

**Week Two: January 2** - Print

**Week Three: February 1** - Image

**Week Four: February 8** - Sound

**Week Five: February 15** - Video

**Week Six: February 22** - Transmedia Storytelling

**Week Seven: March 1** - Online Media & ICTs

**Week Eight: March 8** - Games

**Week Nine: March 15** - Coding & Making)

**SPRING BREAK – No class on March 22**

**Week Ten: March 29** - Media Literacy Education in K-12 Schools

**Week Eleven: April 5**- Civic Engagement & Participatory Media

**Week Twelve: April 12** - Youth Advocacy & Intellectual Freedom

**Week Thirteen: April 19** - Privacy, Copyright, & Other Ethical and Legal Challenges

**Week Fourteen: April 26** - Putting it All Together

## **Assignment Due Dates, Values, & Descriptions**

<i>Assignment</i>	<i>Due Date</i>	<i>Points Value</i>	
		<i>2-credits</i>	<i>4-credits</i>
<i>Participation</i>	On-Going	20pts	15pts
<i>Class Facilitation (4-credit only)</i>	Varies	--	10pts
<i>Play Portfolio #1</i>	February 8	6pts	5pts
<i>Play Portfolio #2</i>	February 22	6pts	5pts
<i>Play Portfolio #3</i>	March 8	6pts	5pts
<i>Resource Review (4-credit only)</i>	March 15	--	10pts
<i>Play Portfolio #4</i>	March 29	6pts	5pts
<i>Lesson Plan OR Program Plan</i>	April 5	20pts	15pts
<i>Play Portfolio #5</i>	April 19	6pts	5pts
<i>Annotated Bibliography OR Volunteer Experience Report</i>	May 7	30pts	25pts

### **Participation (20pts/15pts)**

#### ***On-going***

You are expected to attend the class and participate. I recognize that different students have different comfort levels with speaking up, typing in live sessions, and using Moodle technology. So any effort to contribute productively to the course through class discussion, Moodle postings, small group leadership, etc. will count toward a strong participation grade. Remember, productive contribution is determined by quality, not quantity.

## **Class Facilitation (4-credit hour students ONLY; 10pts)**

Length: 15 minute presentation

Due: Varies

### ***Requirements***

- Identify a substantive topic, not explicitly considered in this course. For example, you may consider topics like: independent youth media programs, depictions of race (or gender or ethnicity or disability or sexuality or ...) in media for youth, multigenre/multimedia assignments in classrooms, evaluating multicultural picture books, LGBTQIA and video games, mobile technologies and African youth, representations of disability on television, youth media-driven political movement (e.g. the Harry Potter Alliance), etc.
  - ***Submit to me by e-mail, no later than February 3, your proposed topic and initial resources.***
- Identify 2 or 3 resources (e.g. journal articles, websites, book chapters, online videos) on that topic that your classmates should read/view to better understand the issues.
- On the day you facilitate class, you should lead me and your classmates in 15 minutes of activities and discussion related to your topic. You should prepare a handout, poster, slides, or other supporting material of your choice.

Note: I am happy to meet with you in advance of class to discuss your readings, activities, or presentation, but you are not required to meet with me.

Note: Resources used in this assignment may also be used as part of the Annotated Bibliography.

### ***Evaluation***

The class facilitation is worth a total of 10 pts, and is only required for 4-credit hour students. Facilitations will be graded using the following criteria:

Working knowledge of the topic
Thoughtful presentation and engaging discussion
Presentation: Clarity, organization, and time-management
Grammatically correct, visually interesting, & useful supplemental materials

## Play Portfolio (6pts/5pts each; 30pts/25pts total)

Length: ~500 words each OR 2-3minutes each

Due: Feb 8, Feb 22, March 8, March 29, April 19

### Requirements

- Identify 5 new-to-you and relevant-to-young-people media experiences. Some examples include (but are not limited to) playing complex table-top games, listening to Spotify, reading an e-Book, setting up and using a Twitter/Tumblr account, playing an online multiplayer game or video game, creating an audio or video mashup, learning simple programming (e.g. Scratch, Alice), or creating a short digital video and uploading it to YouTube.
  - In selecting your experiences, consider the themes for weeks 2-9. Your experiences should connect to **at least 4 different types of media** covered during these eight weeks.
  - Remember these experiences should be new to you. This is your chance to explore and to explore beyond your typical media comfort zones.
- Allow yourself a minimum of two or three hours to engage in each experience; you need not do this all at once.
- For each experience, write a brief report (~500 words) in which you reflect on the experience (e.g. what did you enjoy? find challenging? will you continue to use this tool?) and propose how you might incorporate that medium in a formal media literacy program/activity or otherwise use it to engage young people in library or community settings.
- **Alternative:** If you would prefer to create a video portfolio (e.g., a vlog response, a screencast, or other recorded visual presentation), you may do that for any or all of your experiences. Each video should be approximately 2-3 minutes in length. You'll need to upload videos to a shareable space online and provide a link.
  - Note: if you create a video for one portfolio, you can use that experience as the basis for another portfolio.

### Evaluation

The play portfolio is worth a total of 30pts for 2-credit hour students/25pts for 4-credit hours students. Each report is worth 6pts for 2-credit hour students/5pts for 4-credit hour students. They will be graded using the following criteria:

Selected media experience is pertinent (i.e., new, relevant, youth-oriented).
Report includes a thoughtful and critical personal reflection on engaging with this media.
Report recommends creative strategies for incorporating this media in a youth-based setting.
Report is clear, concise, and well-organized, including correct grammar and syntax.

## Resource Review (4-credit hour students ONLY; 10pts)

Length: 1000 words OR 5-7 minutes

Due: March 15

### Requirements

- Critique a resource (e.g. instructional resource, monograph, edited volume, website, video) that helps you better understand some aspect of media literacy. Your critique should include a brief summary of the resource, but also your reaction to or evaluation of the resource in terms of:
  - its quality/authority/appeal/etc,
  - its application to a media literacy education setting, and
  - its relationship to other resources (e.g. are there similar resources available? better ones?)
- Your audience for the review should be other media literacy professionals (e.g. librarians, youth media leaders, classroom teachers).
- **Alternative:** If you would prefer to create an audio or video review, you may do so as an alternative to a written review. Audio or video reviews should be approximately 5-7 minutes in length. You'll need to submit files to the moodle, or upload them to a shared space online and provide a link.
  - Note: if you create an audio or video recording for this assignment, you can use that experience as the basis for play portfolio.

Note: See the Resource List on the Moodle for suggestions, or contact me for approval of alternatives.

### Evaluation

The resource review is worth a total of 10 pts, and is only required for 4-credit hour students. Reviews will be graded using the following criteria:

Demonstrated understanding and familiarity with the resource
Brief but thorough summary of resource
Thoughtful, engaged reflection and evaluation
Writing: clear, concise, and well-organized, including correct grammar and syntax.

## **Program/Lesson Plan (20pts/15pts)**

### **Option A: Lesson Plan**

Length: 1000-1500 words

Due: April 5

### ***Requirements***

Design a learning activity plan for K-12 students on a media literacy-related topic of your choice. The activity should be something that can be completed within a 2 - 3 hour time period. (Note: the lesson may occur in several sessions).

- Identify a grade level, content area, and focus for a K-12 lesson on media literacy-related topic of your choice.
- Your written lesson plan should include:
  - an overview and rationale,
  - the audience (e.g. grade level, prerequisite skills),
  - learning objectives,
  - procedures and resources,
  - activities, and
  - evaluation strategies.

### ***Recommendations***

- Refer to state and national learning standards to identify a focus for your lesson. Literacy-specific standards are not always easy to find: look for standards related to understanding audiences, synthesizing texts, implementing multiple media formats, etc.
  - Your plan will be stronger if you directly reference the standards you are supporting.
- When planning instruction, consider starting at the end-point or desired outcome. Ask yourself: how do I want students to be different as a result of your intervention and instruction? For more on this approach to instructional design, check out sources on Wiggan's and McTigh's [Understanding By Design](#).

### ***Evaluation***

The program/lesson plan assignment is worth a total of 20pts for 2-credit hour students/15pts for 4-credit hour students. Lesson Plans will be graded using the following criteria:

Instructional Topic: Relevant to media literacy
Required elements addressed thoughtfully and critically
Plan: coherent and logical, age appropriate, connected to outcomes
Connections to learning standards, curriculum, or similar relevant documents
Writing: clear, concise, and well-organized, including correct grammar and syntax.

## **Program/Lesson Plan (20pts/15pts)**

### **Option B: Program Plan**

Length: 1000-1500 words

Due: April 5

### ***Requirements***

Design a public library (or other community-based site) program for youth on a media literacy-related topic of your choice. The program should be something that can be completed within a 2 - 3 hour time period. (Note: the program may occur in several sessions).

- Identify an age group, content area, and focus for a program on a media literacy-related topic of your choice.
- Your written program plan should include:
  - an overview and rationale,
  - the audience (e.g. age range, prerequisite skills),
  - objectives and/or outcomes,
  - procedures and resources,
  - activities,
  - marketing and promotion ideas, and
  - evaluation strategies.

### ***Recommendations***

- Your plan will be stronger if you:
  - identify potential community partners for the program;
  - connect the program to the library's/institutions' mission statement; and/or,
  - recommend tie-in resources.
- When planning instruction, consider starting at the end-point or desired outcome. Ask yourself: how do I want students to be different as a result of your intervention and instruction? For more on this approach to instructional design, check out sources on Wiggins' and McTighe's [Understanding By Design](#).

### ***Evaluation***

The program/lesson plan assignment is worth a total of 20pts for 2-credit hour students/ 15pts for 4-credit hour students. Program Plans will be graded using the following criteria:

Program: Relevant to media literacy
Required elements addressed thoughtfully and critically
Plan: coherent and logical, age appropriate, connected to outcomes
Connections to community partners, library mission statement, or other relevant contexts
Writing: clear, concise, and well-organized, including correct grammar and syntax.



## Final Assignment (30pts/25pts)

### Option A: Annotated Bibliography

Length: Varies

Due: May 7

#### **Requirements**

Assemble an annotated bibliography **on a focused topic** related to media literacy and young people. Ideally it will be formatted and targeted in a way to be useful to a specific audience (e.g. parents, teachers, librarians, young people).

- Your bibliography should include 13-15 quality resources (e.g. books, articles, films, Internet resources).
- Your annotations should include basic bibliographic information and brief (~150 words) summary and critique annotations for each resource. Your annotations might attempt to answer questions such as, "What's the purpose of this resource?" or "Why should people interested in media literacy consult this resource?"
- Your bibliography should begin with a one or two paragraph introduction in which you describe the focus of the bibliography (i.e. who is it for? what does it include? not include? why this topic?).

Note: An edited book or a special issue of a journal should be treated as a single resource UNLESS you are using only one or two chapters/articles from it.

Note: You can reuse resources from the Class Facilitation as long as they are relevant.

#### **Possible Topics**

Possible topics include but are not limited to: independent youth media programs, violence in video games, developmental effects of media consumption in young children, media influence in children's consumer behavior, social media and youth political participation, and alternatives to conventional intellectual property registration.

#### **Evaluation**

The final assignment is worth a total of 30pts for 2-credit hour students/25pts for 4-credit hour students. Annotated Bibliographies will be graded using the following criteria:

Topic: Relevant and focused
Quality and relevance of resources selected
Annotations: descriptive and evaluative, thoughtful and meaningful
Writing: clear, concise, and well-organized, including correct grammar and syntax.

**Final Assignment (30pts/25pts)**  
**Option B: Volunteer Experience Report**

Length: 1500 words

Due: May 7

***Requirements***

- Identify an existing youth media program. You are responsible for identifying local volunteer opportunities and making your own arrangements (though I may be able to help with suggestions).
- Spend 12-15 hours working with the program's facilitators and participants in a mutually agreeable capacity. You are there to observe and assist as needed.
- At the end of your time working with the program, write a brief report (~1500 words) in which you reflect on the experience. At a minimum, your report should address:
  - 1) the program's goals,
  - 2) its participants,
  - 3) the facilitators and their backgrounds,
  - 4) a memorable activity / moment / encounter,
  - 5) specific challenges you observed,
  - 6) lessons, insights, and/or practices you could carry into your profession, and
  - 7) any recommendations for improving the program /activities.

***Evaluation***

The final assignment is worth a total of 30pts for 2-credit hour students/25pts for 4-credit hour students. Volunteer Experience Reports will be graded using the following criteria:

Relevance of selected experience
Descriptive summary of program
Thoughtful reflection and evaluation of experience
Writing: clear, concise, and well-organized, including correct grammar and syntax.