Course Syllabus
Media Studies

Classroom: *P2C1 and Library*
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Course Description: Media Studies is designed to be a reading, writing, speaking and listening course. It aims to guide students in the inquiry process by providing a framework for learning. Students will learn how to behave ethically with information and develop multiple literacies, including digital, visual, textual, and technological, that are all crucial skills for this century. Students will share knowledge and learn with others. These skills will be practiced in both face-to-face situations and through technology. The goal of this course is to produce a news broadcast of the school and local community, as well as segments that show personal and aesthetic growth in the students.

Course Objectives:
- ✓ *Inquire, think critically, and gain knowledge:*
  - ⇒ Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life
  - ⇒ Use prior and background knowledge as context for new learning
  - ⇒ Develop and refine a range of questions to frame the search for new understanding
  - ⇒ Find, evaluate, and select appropriate sources to answer questions
  - ⇒ Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance and social and cultural context
  - ⇒ Read, view, and listen for information presented in any format in order to make inferences and gather meaning
  - ⇒ Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias
  - ⇒ Demonstrate mastery of technology tools for accessing information and pursuing inquiry
  - ⇒ Collaborate with others to broaden and deepen understanding
  - ⇒ Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts
  - ⇒ Demonstrate confidence and self-direction by making independent choices in the selection of resources and information
  - ⇒ Demonstrate creativity by using multiple resources and formats
  - ⇒ Maintain a critical stance by questioning the validity and accuracy of all information
  - ⇒ Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success
  - ⇒ Display emotional resilience by persisting in information searching despite challenges
  - ⇒ Display persistence by continuing to pursue information to gain a broad perspective
  - ⇒ Respect copyright/intellectual property rights of creators and producers
  - ⇒ Seek divergent perspectives during information gathering and assessment
  - ⇒ Follow ethical and legal guidelines in gathering and using information
  - ⇒ Contribute to the exchange of ideas within the learning community
  - ⇒ Use information technology responsibly
  - ⇒ Monitor own information-seeking process for effectiveness and progress, and adapt as necessary
  - ⇒ Use interaction with and feedback from teachers and peers to guide own inquiry process
  - ⇒ Monitor gathered information, and assess for gaps or weaknesses
  - ⇒ Seek appropriate help when it is needed
- ✓ *Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge*

- ⇒ Organize knowledge so that it is useful
- ⇒ Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations
- ⇒ Use technology and other information tools to analyze and organize information
- ⇒ Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems
- ⇒ Use the writing process, media and visual literacy, and technology skills to crate products that express new understandings
- ⇒ Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn
- ⇒ Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence
- ⇒ Employ a critical stance in drawing conclusions by demonstrating that the patterns of evidence leads to a decision or conclusion
- ⇒ Demonstrate personal productivity by completing products to express learning
- ⇒ Connect understanding to the real world
- ⇒ Consider diverse and global perspectives in drawing conclusions
- ⇒ Use valid information and reasoned conclusions to make ethical decisions
- ⇒ Determine how to act on information
- ⇒ Reflect on systematic process, and assess for completeness of investigation
- ⇒ Recognize new knowledge and understanding
- ⇒ Develop directions for future investigations
- ✓ *Share knowledge and participate ethically and productively as members of our democratic society:*
- ⇒ Participate and collaborate as members of a social and intellectual network of learners
- ⇒ Use writing and speaking skills to communicate new understandings effectively
- ⇒ Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
- ⇒ Connect learning to community issues
- ⇒ Demonstrate leadership and confidence by presenting ideas to others in both format and informal situations
- ⇒ Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions
- ⇒ Demonstrate teamwork by working productively with others
- ⇒ Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community
- ⇒ Respect the differing interests and experiences of others and seek a variety of viewpoints
- ⇒ Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern
- ⇒ Create products that apply to authentic real-world contexts
- ⇒ Contribute to the exchange of ideas within and beyond the learning community
- ⇒ Use information and knowledge in the service of democratic values
- ⇒ Respect the principles of intellectual freedom
- ⇒ Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future
- ⇒ Assess the quality and effectiveness of the learning product
- ⇒ Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints
- ✓ *Pursue personal and aesthetic growth*
- ⇒ Read, view, and listen for pleasure and personal growth
- ⇒ Read widely and fluently to make connections with self, the world, and previous reading
- ⇒ Respond to literature and creative expressions of ideas in various formats and genres
- ⇒ Seek information for personal learning in a variety of formats and genres

- ⇒ Connect ideas to own interests and previous knowledge and experience
- ⇒ Organize personal knowledge in a way that can be called upon easily
- ⇒ Use social networks and information tools to gather and share information
- ⇒ Use creative and artistic formats to express personal learning
- ⇒ Display curiosity by pursuing interests through multiple resources
- ⇒ Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements
- ⇒ Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new idesas encountered through academic or personal experiences
- ⇒ Identify own areas of interest
- ⇒ Recognize the limits of own personal knowledge
- ⇒ Recognize how to focus efforts in personal learning
- ⇒ Interpret new information based on cultural and social context
- ⇒ Develop personal criteria for gauging how effectively own ideas are expressed
- ⇒ Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs

Attendance and Expectations: If you are absent from class, it is your responsibility to get the classwork that you missed. For every day that you are absent, you will have two days to makeup your missing work. This class is based heavily on participation; therefore, it is incredibly important to get caught up with the rest of the class as soon as possible.

If you need extra time for an assignment, it is your responsibility to speak with me about an extension. If you fail to speak with me about it, you will be deducted 10% each day until it is submitted.

Plagiarism: Plagiarism is using other's work, ideas, or passages and representing them as your own. This unethical practice of plagiarism either on a written/oral assignment or exam will result in a failing grade for the assignment and possibly the course.

Course Requirements:
- ⇒ Class attendance and participation
- ⇒ Exams based on in-class experiences, presentations, and reading assignments
- ⇒ Projects assigned throughout year
- ⇒ In class and homework assignments

Course Outline:

Cycle 1- Structures
1) Digital Life 101-Exploration of the place of digital life in our lives
2) Broadens information seeking process beyond local resources, e.g. interlibrary loan, interviews, TV, film
3) Examines potential resources for accuracy, relevancy, authoritativeness, biases and stereotypes and selects the best resource

Cycle 2- Forces
1) Strategic Searching
2) Selects and uses learned strategies for note taking, organizing and categorizing information from multiple formats and sources

3) Applies note taking processes, information organizers and adjusts the research process as needed to complete a product or presentation
4) Scams and Schemes

The rest of the course content will be taught in the second semester, in Media Studies II:

Cycle 3- Power
1) Cyber Bullying: Be upstanding
2) Recognizes and uses methods of ethical research, e.g. using own words, citing sources
3) A Creator's Rights: Recognizes that copyright guidelines are used to protect individual rights and that under "Fair Use" students have limited rights to use copyrighted materials
4) A Creator's Responsibilities
5) Safe Online Talk

Cycle 4- Changes
1) Which Me Should I Be?
2) Gender Stereotypes Online
3) Summarizes the characteristics of narrative, expository, technical and persuasive text and makes comparisons
4) Compares and contrasts differing viewpoints encountered when reading for pleasure or information

Cycle 5- Balance
1) Trillion Dollar Footprint
2) Identifying High-Quality Sites
3) The Reality of Digital Drama
4) Cyberbullying: Crossing the Line
5) Rework, Reuse, Remix
6) Uses technology tools to gather, present and share new content learning
7) Collaborates with peers to design and create a presentation as evidence of learning for an audience outside the classroom, e.g. PowerPoint, multimedia, video, audio, Web page