

Course Code & Name	JSC 613 Media Education and Pedagogy
Section, Class Time, & Location	Section 11, T: 5:00pm - 7:29pm, Nicol Hall 514
Instructor	Dr. Gretchen King Email: gretchen.king@lau.edu.lb Web page: www.gretchenk.net Office: Nicol 219D (just inside CommArts office) Office Hours: MTW 11:30am-1:30pm
Webex Link	https://lau.webex.com/join/gretchen.king
Credits Hours	3
Semester	Spring 2021

Course Description

This course introduces students to the major theories and methods of learning and teaching within the context of journalism, communication, and media education. It covers the evolution of media education as an independent field and explores relevant guidelines of curriculum development and student assessment at the college level. The goal of the course is to equip students with both the understanding of the theoretical foundations of learning and the practical skills to help them design media courses and implement effective methods of knowledge sharing.

Course Learning Outcomes

At the completion of this course, students will:

- Be able to identify, compare, and apply major theories and methods of learning and teaching used by media educators;
- Demonstrate the ability to think critically about the evolution of journalism, communication, and media education as distinct fields of teaching;
- Demonstrate aptitude in developing and evaluating syllabi, lesson plans, rubrics for student assessment, and teaching portfolios;
- Demonstrate the ability to apply various student engagement methods, including experiential and active learning.

Teaching/Learning Methods

- *Active learning methods/applied methods:* Students will participate in peer-review along with other activities facilitated during class such as reflexive journal entries;
- *Critical inquiry methods:* Students will critically engage course materials, through preparing for and leading class discussions;
- *Research methods:* Students will critically analyze academic and non-academic literature on a topic related to a media education and pedagogy to prepare a seminar paper;
- *Experiential methods:* The instructional method and teaching philosophy for this course is discussion-collaboration-reflection. Students will lead the discussions and are encouraged to ask questions, will collaborate together, and will engage in critical reflection as key components of learning;
- *Professionalization methods:* This course is designed to support the professional development of students to be successful and innovative critical media educators;
- *Activist knowledge:* This course will draw on activist pedagogies and education practices through the assigned materials and discussion.

Course Materials/Technologies

- *Blackboard*: There are no required textbooks for this course. Blackboard is the proprietary course management software system supported by LAU. In this course, Blackboard will be used primarily as an information repository and clearinghouse for course reading materials, assignments, and grades management by the professor. However, other uses of Blackboard may be announced during the semester. For this reason, each student is required to check Blackboard regularly for new materials, announcements, updates and other important information. Students are responsible for reporting any problems accessing materials or submitting assignments on Blackboard, before the deadline, otherwise your grade will be affected.

Grading Details and Deadlines

- *Participation (10%)*: As this is a graduate seminar, you are required to attend every session and any missed class must be made up. Activities, such as peer-review and journal entries, will be facilitated during class time and missing any activities will impact your grade. Missing multiple classes or attending late or leaving early will also negatively impact your participation grade.
- *Class Discussion (10%)*: Each week, students will prepare points to lead the class in a critical discussion on all assigned materials. Once during the semester, you will be randomly asked to lead the discussion. You will be graded based on your prepared points and your effort in leading the class in a critical discussion for approximately 20-minutes. If any student is not prepared to lead the discussion, they will automatically receive a zero, no makeups allowed (in/complete).
- *Journal Entries (10%)*: Students will engage in reflexive writing through journal entries to assess the class learning experience and how this will inform your future teaching. Use question prompt provided and submit for grading before the end of each class (in/complete);
- *Lesson Plan (15%)*: Students will work in teams of two to prepare and implement a lesson plan during weeks 11-14 on a topic of their choice related to media, journalism, or communication. The lesson plan and teaching materials for all teams are due April 13 before class.
- *Teaching Portfolio (25%)*: Students will prepare a CV (5%), a detailed Syllabus (10%), and a 2 page single-spaced Teaching Statement (10%) throughout the course. The CV and Teaching Statement will have two deadlines--the first for peer-review conducted during class and the second deadline for submitting the revised final version for grading.
- *Abstract & Seminar Paper (30%)*: Students will prepare a critical review of scholarship and non-academic sources that address theory, concepts, practices and/or research related to a media education and pedagogy topic of their choice. The abstract for your seminar paper will be submitted with a proposed bibliography on Blackboard for feedback from the instructor and grading. The final revised paper is due via Turn-It-In on Blackboard on the last day of class and should be around 15 pages (double-spaced and not including the revised abstract and bibliography).

Course Grading Distribution

Participation	10
Class Discussion	10
Journal Entries	10
Lesson Plan	15
Teaching Portfolio (CV, Syllabus, Teaching Statement)	25
Seminar Paper	30
Maximum Possible Points	100

Weekly Schedule/Themes/Assignments

WEEK – DATE	THEMES	ASSIGNMENTS / ACTIVITIES
Week 1 – Jan 26	Introduction to the course, assignments, & how to read and prepare for class [10 pages]	Sinha and Newcomb (2000) [4 pages]
		Strategies - First day of class activities (Barkley, 2010, T/S 30: Icebreakers) [6 pages]
<i>Evolution of Communication, Journalism, and Media as Teaching Fields</i>		
Week 2 – Feb 2	Media & Communication Education [74 pages]	Fernback (2015): Chapter 1 [10 pages]
		Masterman (1985): Read Chapter 2 [17 pages]
		Laughey (2012) [8 pages]
		Kellner and Share (2007) [21 pages]
		Cappello, Felini, and Hobbs (2011) [8 pages]
		Melki (2017) [10 pages]
Week 3 – Feb 9	HOLIDAY – NO CLASS	READ FOR WEEKS 4 AND 5
Week 4 – Feb 16	Journalism Education [90 pages]	Allen & You (2015): Read contributions from Picard and Gasher [17 pages]
		Goodman and Steyn (2017): Read Introduction (Goodman), Chapter 11 (Berger and Foote), Chapter 15 (Wall), and Chapter 20 (Foote) [73 pages]
		Revised CV due on Blackboard
<i>Theories and Methods of Learning</i>		
Week 5 – Feb 23	Theories of Learning [82 pages]	Aubrey & Riley (2019): Read the following chapters: 1 – John Dewey, 6 – Benjamin Bloom, 11 – Paulo Freire, 13 – David Kolb, and 14 – Jean Lave and Etienne Wenger [70 pages]
		Fernback (2015): Chapter 4 [12 pages]
Week 6 – Mar 2	Critical Pedagogy and Practice [99 pages]	Freire (2001): Read chapters 2 to 3 [35 pages]
		hooks (2010): Read excerpts [44 pages]
		Brookfield (2017): Read Chapter 1 [20 pages]
		Bring Theme/Topic ideas for Research Workshop (review Seminar Paper instructions before class)
<i>Instructional Design and Implementing Methods</i>		
Week 7 – Mar 9	Instructional Design [71 pages]	Fernback (2015): Chapters 6 & 7 [35 pages]
		Barkley (2010): Chapters 8 & 9 [33 pages]
		Blinne (2014): [3 pages]
		Bring sample JSC/COM Syllabi to Class for Syllabus Workshop (review Syllabus instructions before class)
Week 8 – Mar 16	Experiential Learning & Active Learning [180 pages]	Wurdinger & Carlson (2010) – Read chapters 1-6 [99 pages]
		Meyers & Jones (1993): Read chapters 4-5-8 [81 pages]
Week 9 – Mar 23	Student Assessment [39 pages]	Abstract for Seminar Paper due on Blackboard
Week 10 – Mar 30	Teaching Statement [24 pages]	Fernback (2015): Chapter 5 [39 pages]
		Syllabus due on Blackboard
		Fernback (2015): Chapter 2 [8 pages]
Week 11 – Apr 6	Lesson Plan Teamwork (in class)	Beatty, Leigh, & Dean (2009) [16 pages]
		Draft Teaching Statement due / Peer-review in class
Week 12 – Apr 13	Lesson Plan Teamwork (in class)	Final Teaching Statement due on Blackboard
Week 13 – Apr 20	Lessons facilitated by Teams	Lesson Plan (all teams) due on Blackboard
Week 14 – Apr 27	Lessons facilitated by Teams	
Week 15 – May 4	Last Day of Class	Seminar Paper due on Blackboard

**** The content, schedule, and/or evaluation scheme in this course may be subject to change ****

REQUIRED READINGS (also see other resources on Blackboard)

Allen, G. & You, S. (2015). *Toward 2020: New Directions in Journalism Education* [EXCERPTS]. Toronto: Ryerson.

Aubrey, K., and Riley, A. (2019). *Understanding & using educational theories* [EXCERPTS]. Los Angeles: Sage.

Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty* [EXCERPTS]. San Francisco: Jossey-Bass.

Beatty, J.E., Leigh, J.S.A., & Dean, K.L. (2009). Philosophy rediscovered: Exploring the connections between teaching philosophies, educational philosophies, and philosophy. *Journal of Management Education*, 33(1), 99-114.

Blinne, K.C. (2014). Start with the syllabus: HELPing learners learn through class content collaboration. *College Teaching*, 61(2), 41-43.

Brookfield, S.D. (2017). *Becoming a critically reflective teacher* [EXCERPTS]. New York, NY: John Wiley & Sons, Incorporated.

Cappello, G., Felini, D., and Hobbs, R. (2011). Reflections on Global Developments in Media Literacy Education: Bridging Theory and Practice. *Journal of Media Literacy Education*, 3(2).

Fernback, J. (2015). *Teaching communication and media studies: Pedagogy and practice* [EXCERPTS]. New York: Routledge.

Freire, P. (2001). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage* [EXCERPTS]. New York: Rowman and Littlefield.

Goodman, R.S. and Steyn, E. (2017). *Global Journalism Education in the 21st Century: Challenges & Innovations* [EXCERPTS]. Austin, TX: Knight Center for Journalism in the Americas.

hooks, b. (2010). *Teaching critical thinking: Practical wisdom* [EXCERPTS]. New York, NY: Routledge.

Kellner, D., & Share, J. (2007). Critical media literacy, democracy, and the reconstruction of education. In D. Macedo & S.R. Steinberg (Eds.), *Media literacy: A reader* (pp. 3-23). New York: Peter Lang Publishing.

Laughey, D. (2012). Media Studies 1.0: Back to Basics. *Media Education Research Journal*, 2(2): 57-64.

Masterman, L. (1985). *Teaching the media* [EXCERPTS]. London: Comedia/Routledge.

Melki, J. (2017). Towards a media literacy of the oppressed. *Media Education Research Journal*, 8(1), 5-14.

Meyers, C., and Jones, T. B. (1993). *Promoting active learning: Strategies for the college classroom* (1st ed.). San Francisco, Calif: Jossey-Bass. Read chapters 1 to 5 and Chapter 8

Sinha, N., and Newcomb, H. (2000). A student's guide to surviving communication scholarship. In D. Fleming (Ed.), *Formations: 21st Century Media Studies* (pp. 15-30). Manchester University Press.

Wurdinger, S. D., and Carlson, J. (2010). *Teaching for experiential learning: Five approaches that work*. Lanham, Md: Rowman & Littlefield Education.

COURSE POLICIES

Participation

Attendance is required and will be taken during every session. Please plan to come to class and to appointments 10-15 minutes before the scheduled time. Being late or leaving class early will affect your grade. This is because seminars only work when students are present and actively participating. Preparing for class is also required and not doing so will negatively affect your participation grade. This seminar is not based on lectures that summarize the assigned content, rather class time will discuss your points and questions about the assigned materials and complete activities to facilitate collaboration and critical reflection.

Readings and Class Discussions

All students must get actively involved and intellectually engaged in discussions, and demonstrate high quality work in preparation for those discussions. Preparing for class discussions means doing more than simply skimming your assigned readings or quickly completing activities, but being able to find patterns, themes, jumping off points, problems, gaps, or asking critical questions, etc. A good rule of thumb is that for each hour of in-class seminar time, at least 2 hours of outside class study time are required. So for a 2.5 hour seminar class, at minimum 5 hours of outside study time are required in order to adequately read, prepare 3-4 points to lead the discussion, and complete any other assigned activities. In addition, you will need to plan your time accordingly for all graded assignments.

Plagiarism: When in doubt, cite it out!

There will be **zero tolerance** for plagiarism of any kind. You may fail the course or be dismissed from the program entirely if you are caught. Ignorance is not an acceptable excuse. Plagiarism covers all class assignments and tests, including multimedia material and is not limited to text. Everything should be cited appropriately. For further information and assistance in determining when and how to properly cite your sources, please refer to the following resources:

- Definitions of plagiarism: http://turnitin.com/research_site/e_home.html
- University's Student Code of Conduct: <http://catalog.lau.edu.lb/2014-2015/graduate/academic-rules-procedures.php>

It is your responsibility to become familiar with the university's ethics policy, to know what is and is not a code violation, and to abide by the university's code of conduct. Violation of any policy will result on disciplinary action, including expulsion.

Format and Guidelines for Written Assignments

All written assignments should follow APA style and format, be typed, double-spaced, spell-checked, proofread, have one-inch margins, and use 12-point Times News Roman font. See Purdue OWL's APA Style and Formatting Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>. Spelling, punctuation, syntax and grammar are essential components of writing. If it is clear that you did not take the time to revise and edit your text, you will lose major points, in accordance with the grading rubric.

Policy on Late Work

Work is due on the assigned date and time in the weekly schedule. Students will lose marks for handing in late work and their "Participation" grade will be affected. **AFTER ONE WEEK, UNSUBMITTED ASSIGNMENTS WILL RECEIVE A ZERO.** If there are extenuating circumstances, contact your instructor well before the due date. In all cases you are responsible for getting your work in on time. Technical problems always occur. So, don't wait till the last minute to submit.

LAU POLICIES AND REGULATIONS
Student Code of Conduct - Academic Violations

The following table defines the sanction(s) associated with each violation. In some cases, and when the violation is too general, a range of sanctions is set for the pertinent committee to choose from depending on the specifics of each case. As for the second offense, the set sanctions apply regardless whether the violation has taken place in the same course or a different one, within the same semester or not.

Code #	Violation	1st Offense	2nd Offense
Cheating			
2.2.1	Using material or equipment (including mobile phones, electronic tablets, i-pads, calculators, and other devices) that is not authorized by the instructor in an examination, project, or graded assignment	zero on the deliverable with a warning	F on the course with a warning
2.2.2	Cheating, copying, collaborating with or aiding another Student in a manner not permitted by the instructor on an examination, project, or other graded assignment	zero on the deliverable with a warning	suspension
2.2.3	Distributing or aiding in the distribution of previous exams without authorization of the instructor	double warning – suspension	suspension – expulsion
2.2.4	Stealing, reproducing, or circulating an examination or other graded assignment before it has been administered	suspension	expulsion
2.2.5	Impersonating another Student or allowing another Student to impersonate one’s self during an examination, presentation, or other graded assignment	suspension for both	expulsion
2.2.6	Impersonating an assistant, staff member, or faculty member for the purpose of (a) proctoring examinations without authorization or permission or (b) obtaining confidential information regarding coursework or examinations	suspension – expulsion	expulsion
2.2.7	Receiving, purchasing or selling a project, paper, or any academic document and presenting it as work other than that of the author	suspension – expulsion	expulsion
2.2.8	Submitting identical papers or coursework for credit in more than one class without the permission of the instructor	zero on the deliverable with a warning	F on the course with a warning
Plagiarism and Copyright Violations			
2.2.9	Failing to attribute language or ideas to their original source by not crediting the original author with an appropriate acknowledgement or citation	zero on the deliverable with a warning	F on the course with a warning
2.2.10	Using photocopied or electronic copies of textbooks, compact disks, films, music, online course materials, and other content beyond the fair use policy within University Premises	warning	double warning
2.2.11	Using copyrighted materials, including in written research reports and papers, without obtaining required permission, if any, from the rights holder	warning	double warning
Unauthorized Sale, Distribution, or Use of Course Materials			

2.2.12	Recording any lecture or presentation for personal use or public distribution without the prior consent of the course instructor. This applies to the unauthorized use of any medium including but not limited to mobile phones, electronic tablets, i-pads recorders, films, and other devices	warning	double warning
2.2.13	Selling academic materials by any Student, club, or group. This includes but is not limited to lectures, course recordings, class notes, and previous exams	warning	double warning

Special Needs and Disabilities

If you are a student with a documented disability or special need, who requires accommodations, please bring to me the official paperwork as early as possible, and I will be glad to accommodate.

University Attendance Policy

1. Students are expected to attend all classes.
2. For valid reasons, supported by a note from a doctor or counselor, students may miss classes for a maximum equivalent to 2 regular weeks.
3. When exceeding the maximum number of absences, it is the instructor's prerogative to ask the concerned student to stop attending and drop the course. In this case, it is the student's responsibility to drop the course, otherwise a grade of "F" or "NP" will be given.
4. In exceptional justified cases (long illness, etc...), where absences exceed the maximum, the student has to petition to the department Chair to be allowed to stay in the course.
5. Students are held responsible for all the material presented in the classroom, even during their absence.

Withdrawal Policy

WI = Early Withdrawal; WP = Withdrawal/Pass; WF = Withdrawal/Fail

1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes (10th day of classes for Summer Modules) will obtain a "WI" on that particular course. The student may process such request directly through the Registrar's Office.
2. A student who withdraws from a course between the 6th week and the end of the 10th week of classes (18th day of classes for Summer Modules) will receive either a "WP" or a "WF". "WP" or "WF" will be determined by the instructor based on the achieved academic performance in that course till the time of withdrawal.
3. The "WI" and the "WP" will not count as a Repeat; whereas the "WF" will count as a Repeat. (Note that LAU policy allows students to repeat a course up to two times only).
4. "WI", "WP" and "WF" will not count towards the GPA calculation.
5. **Deadline for the "WP" and "WF" withdrawal from courses:** check university calendar (It is the student's responsibility to drop the course)

Incomplete Coursework

The course grade "I" (Incomplete) will only be given under extenuating circumstances such as a major illness, death in the family or other unexpected emergencies. The student has to petition to the department Chair to receive an incomplete grade. Any incomplete work must be made up by a date planned with the instructor, but no later than the eighth week of the following semester (fall or spring). Otherwise, the grade of I is changed to an F (or an NP). It is the responsibility of the student to contact the instructor to make the arrangements for the completion of the incomplete work. In no case may incomplete work be made up after a lapse of one year from the end of the semester or module in which the grade of I was received.

Course Online Evaluation

Completion of the online course evaluations is important for feedback and improvement. In order to improve the effectiveness of the educational process, all students are expected to submit their course evaluations by the last day of classes. Students who fail to complete the evaluation of all registered courses by the set deadline:

1. *will not be able to access their course grades from Banner or Portal until two weeks after the end of the final exams period; and*
2. *will not be able to request transcripts.*

Online evaluations are anonymous, and faculty and administrators never receive any information about who submitted the evaluation. Faculty do not receive the results of the evaluations until after the semester is over (several weeks after the grades are posted).

University Grading Scheme

90 and up: A	83 to 86: B +	73 to 76: C +	63 to 66: D +
87 to 89: A-	80 to 82: B	70 to 72: C	60 to 62: D
	77 to 79: B -	67 to 69: C -	Below 60: F