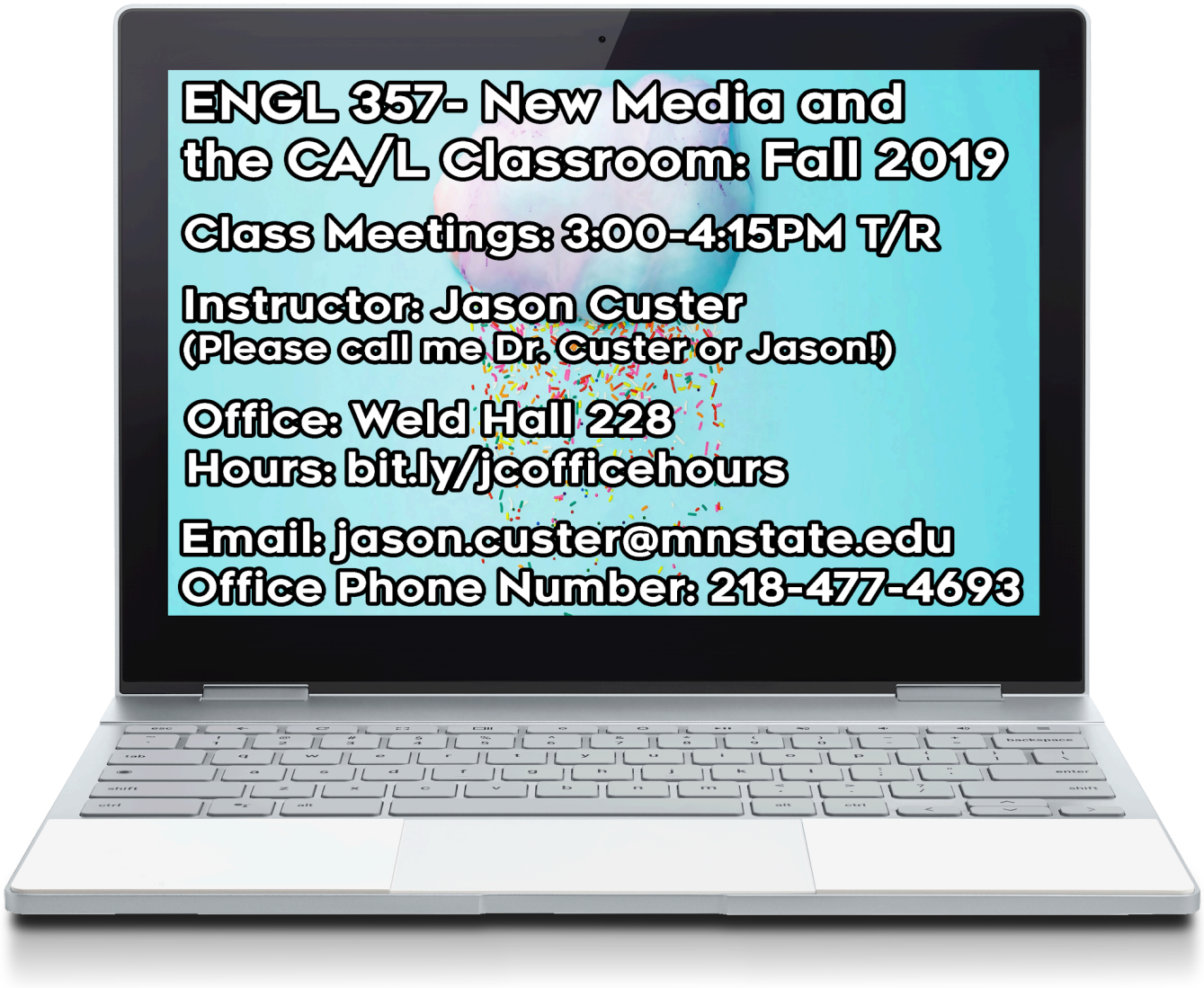


Course Description

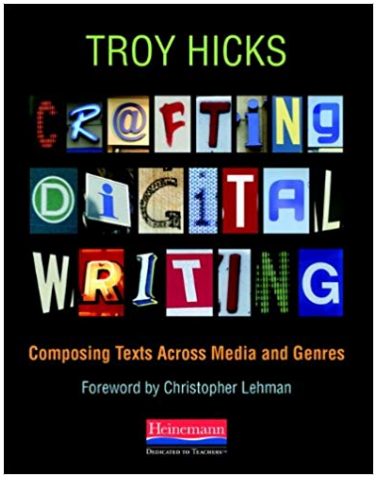
This hands-on course explores a variety of educational programs that will teach pre-service CA/L teachers how to design and deliver lessons using technology. The course also teaches media literacy: evaluating and understanding the complex messages delivered via television, film, radio, Internet, newspapers, magazines, books, video games, music, and other forms of media.

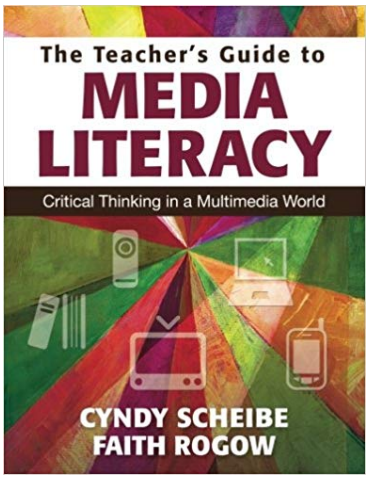
Course Objectives

By the end of the course, students will demonstrate the ability to:

- Create, analyze, and interpret information through various modes of digital communication, including websites, electronic newspapers, blogs, wikis, Facebook, Twitter, and so on.
- Understand, evaluate, and draw sound conclusions from various types of media (including but not limited to television, radio, Internet, newspapers, magazines, billboards, and video games).
- Utilize various classroom management systems (i.e. software applications for the administration, documentation, tracking, reporting, and delivery of instruction).

Course Materials

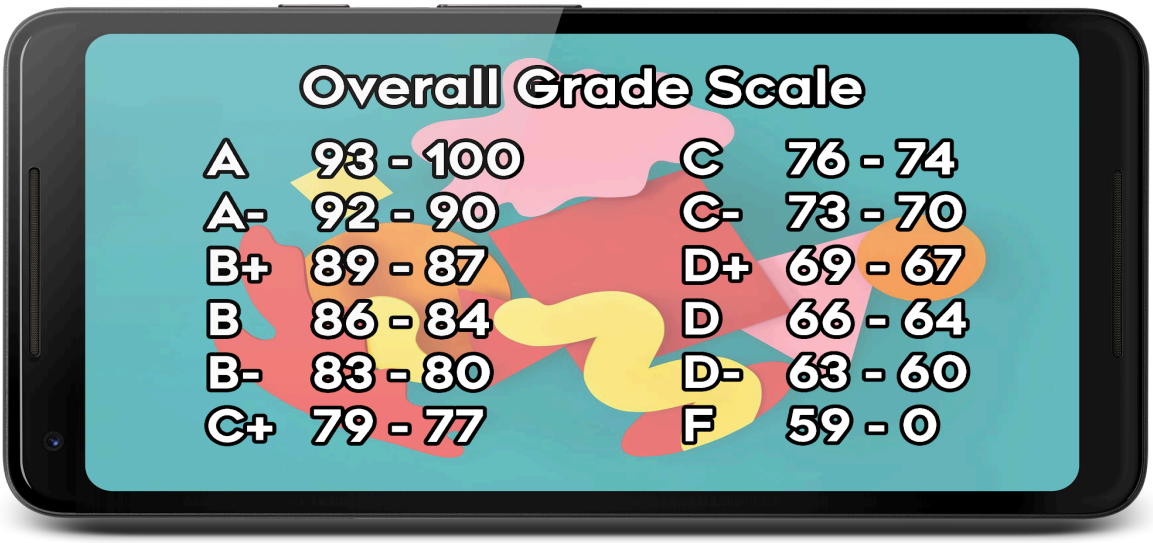




- **Crafting Digital Writing: Composing Texts Across Media and Genres**: Troy Hicks. Heinemann, 2013. **ISBN-10:** 9780325046969 // **ISBN-13:** 978-0325046969
- **The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World**: Cyndy Scheibe and Faith Rogow. Corwin, 2012. **ISBN-10:** 1412997585 // **ISBN-13:** 978-1412997584
- **Email/D2L**— check both daily!

Assessment Breakdown

- **F2F/D2L Discussions, Posts, Participation, and Activities: 10%**
- **Project 1— New Media Definition: 20%**
- **Project 2— Designing a New Media Lesson Plan: 25%**
- **Project 3— Designing a New Media Class Unit: 30%**
- **Project 4— Developing a New Media Teaching Philosophy: 15%**



University-Level Policies

Statement on Disabilities

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Director of Disability Services at 477-4318 (Voice) or 1-800-627-3529 (MRS/TTY), Flora Frick 154 as soon as possible to ensure that accommodations are implemented in a timely fashion. Information regarding Disability Services is available at http://web.mnstate.edu/disability/

Accessibility Resources

Minnesota State University Moorhead is committed to providing equitable access to learning opportunities for all students. Accessibility Resources (AR) is the campus office that collaborates with students who have disabilities to provide and/or arrange accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical):

- Please contact Accessibility Resources (AR) at (218) 477-4318 (V) or (800)627.3529 (MRS/TTY) to schedule an appointment for an intake.
- Additional information is available on Accessibility Resources website: http://www.mnstate.edu/disability/

If you are registered with Accessibility Resources and have a current Accommodation Letter, please schedule an appointment to visit with me, during my office hours, to discuss any implementation of your accommodations that you may need.

Sexual Violence Prevention Statement

Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.

MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students' safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Lynn Peterson, Title IX Coordinator, petrsnly@mnstate.edu; 218-477-2967, or Ashley Atteberry, Director of Student Conduct & Resolution; ashley.atteberry@mnstate.edu, 218-477-2174; both located in Flora Frick 153. Additional information is available at: www.mnstate.edu/titleix

Syllabus Change Policy

Except for changes that substantially affect implementation of the assessment (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Personal Policies

Civility Clause

As members of this course, we constitute a semi-public forum: that is, all content shared or posted in class or in D2L is viewable to me and, often, viewable to your classmates, as well. As such, you are responsible for the content and ideas that you post and share, and I expect you to treat yourselves, one another, and me with collegiality and respect. To that end, I refuse to tolerate disruptive language or behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, offensive slang, and disparaging commentary—in spoken, written or digital forms. **In short, If you think something might be inappropriate for this course or classroom… it probably is!** And I don't want it to be a part of my classroom. No matter your identity, I want you to feel welcome in my classroom, and as such, any hateful or discriminatory language, content, or behavior will not be tolerated, in any capacity. While I do not disagree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable **in any component of this course** and will be dealt with **immediately**.

Acceptance Pledge

As the policy above suggests—and I want to make perfectly clear—I am accepting of your identity, no matter what it may be. I want you to feel safe in my classroom, and if for any reason you do not, ***please*** do let me know. I try my best to be an ally in every capacity, but I know enough to know I have my own blind spots and sometimes fall short of my own goals. If there's something I can do to make you feel more comfortable (or less uncomfortable) in my classroom, don't hesitate to let me know! I am committed to helping you to feel welcome, seen, heard, and understood. Let me know when I falter, and how I can do better.



Email Policies

Check your email daily. Make sure you don't miss any emails I send to you or the class— plus, you really should be checking your email daily for *all* of your classes.

On my end, **I will only be actively checking and responding to email from roughly 10AM to 5PM on Monday-Friday**, and any emails received outside those times, or right at the margins of them, will not likely be dealt with until the next day, or when I return to my office hours again.

Also, if you don't hear back from me right away, don't panic; there's nothing we can't work through within a couple of days, and I'll always be willing to provide accommodations for you if you need them. Consider sending an email to me about whatever situation you may be in personally or academically to be an all-clear on your end, and expect that I'll be back to you with positive news as soon as I can.

If you don't hear back from me for several days, however, please do grab my attention after class or email me again, as your message may have either gotten lost in the shuffle of other emails, or Outlook may well

have eaten it.

Technology Policies

To most thoroughly and effectively participate in this course, you will need to bring an internet-enabled device with you to class— preferably a laptop. Bear in mind that several of our activities in class will require making or editing texts digitally, so please do account for that, and be prepared for that as part of this course going forward.

Also, while I will be asking you to bring and use an internet-enabled device as part of the course, I also expect you to be doing what I've asked you to do in class, and not things like work for another class, online shopping, social media, etc. If it happens here and there, that can be okay, but if it's a regular or recurring issue/distraction, it's something that will affect your participation assessment in this course.

Assessment Policies

For projects assigned in the early-to-mid parts of the semester, expect to receive what is known "formative feedback," which is to say, feedback that is intended to provide you with things to think about for revising your work and/or in similar writing situations in the future. These will come with audio feedback from me, distributed via D2L (If that poses an accessibility issue for you, please let me know!).

As for any projects submitted at the end of the semester, I will be providing far more limited feedback, commonly limited to a numerical assessment alone, since I typically have 100+ projects to assess as the semester winds down. If for your final projects of the semester you would like expanded feedback, or you plan to continue working on them for professional purposes, I will always be happy to meet in my office to discuss them, or provide more in-depth feedback at the start of the next semester, so my feedback can help you grow as a writer, without overloading either of us with work or information at the most hectic part of the semester.

Otherwise, if my style of providing feedback isn't working for you for some reason, just let me know, and I'll be happy to work something out with you! Feedback that doesn't help you is a waste of both of our time, so don't hesitate to reach out if I can be more helpful!

Attendance Policies

Life happens— and it usually happens at the worst possible times, in the worst possible ways. I always want to be understanding of that, and as such, I do not have a formal attendance policy for my classes. **There are no specific number of absences you need to meet or can't exceed.** I want you to be present in class, as I believe the best learning will be done as a class meeting in the same space, since we discuss and negotiate meaning with our mix of expertise, but I won't be brute-forcing you to be in my classroom for every single meeting by threatening a penalty.

That said, I will always provide detailed accounts of what we did on any given day that you can access, and if you miss a day, I'd like to see you completing the tasks listed (if possible) and submitting them in D2L as we normally would in class. I'll be assessing your "participation" grade (mentioned above) based on a combination of your presence in class, how actively engaged you are in class, and your completion of the in-class activities. **Make sure that if you need to miss extended periods of time you get in touch with me, and that you're working to keep up with our in-class tasks, even if you can't be there, otherwise, these things *will* shape your Participation assessment in the course.**

Plagiarism

As MSUM's student handbook states, "The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for the ideas of others."

The student handbook defines plagiarism thusly: "Plagiarism includes, but is not limited to: (1) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. (2) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials or misrepresentation of student work in an online environment (i.e. submitting work prepared by someone else)."

Plagiarism is unacceptable; deliberate plagiarism on any scale will result in a failing grade on the project in question, and if it appears a plagiarism case is more than an honest mistake, I will assemble a thorough academic case against you… but let's not go down that road, shall we?

A Personal Note from Me to You

Hello there! That sure was a lot of text and information, huh? Sorry about that… policies and such… you know how it goes. To close out, however, I'd like to get a bit more "real."

As your instructor, I am committed to helping you achieve the course outcomes listed at the top of this course policy sheet, and my main goals are to support and foster your skills as a writer and designer. I also want you all to know that I see all of you as human beings, both inside and outside this course. As such, I encourage you to contact me via email, set up times to meet with me, and schedule appointments with me when you need additional help or with any questions you might have, at any time. I am here to help you succeed and want nothing more than success for all of my students. I am also here to foster a collaborative learning environment for all of us, in which we will work together both to learn the principles of learning, writing, research, and genre theory, but also to develop as better and more thoughtful writers and designers. As such, I will bring my curiosity and enthusiasm to this course, and I ask that you do the same to make this semester as awesome and fun as humanly possible.

As I noted elsewhere above, even if my written policies may be a bit intimidating and intense at times, I cannot overstate how willing I am to help you should something serious or an emergency arise, and I hope to make you feel comfortable doing so. I'm looking forward to our semester together, and let me know if there's ever anything I can do to help you in this course. My personal adage is "I can only make accommodations when I know they need to be made," and I hope you never need any this semester, but also that if the time comes, you will do so without hesitation.

One last thing; I just wanted to make a point of mentioning that I'm a first-generation college student myself, and to anyone else out there who's in the same position—I'm happy you're here, and don't let labels like that define you. You belong here, like everyone else, and don't let anyone tell you or make you feel otherwise. If there's anything I can do to help you feel like a valued part of this course, let me know.

Here's to an awesome semester!

— Jason