

University of Alaska, Fairbanks
School of Education
“Preparing professional educators who are culturally responsive, effective practitioners”
ED486OW: Media Literacy
3 Credits – Writing and Oral Intensive

Website: <http://classes.uaf.edu>

REQUIRED READINGS:

Potter, W. James (2014) Media Literacy 7th Edition ISBN: 9781483306674

New Mexico Media Literacy Project – Media Literacy Area
http://www.nmmlp.org/media_literacy/index.html

Book Share: Choose one to review or submit the title of another for instructor approval

Click on book title for description:

- [**I Know Who You Are & I Saw What You Did: Social Networks and the Death of Privacy \(2012\)**](#) by Lori Andrews
- [**It's Complicated: The Social Lives of Networked Teens \(2014\)**](#) by danah boyd
- [**The Shallows: What the Internet is Doing to Our Brains \(2011\)**](#) by Nicolas Carr
- [**The Glass Cage: Automation and Us \(2014\)**](#) by Nicolas Carr
- [**The Influencing Machine \(2012\)**](#) by Brook Gladstone

GRADING

All assignments **MUST** be completed and turned in **ON TIME**. Rubrics will be provided for all assignments. All responses will be assessed in relation to **depth, thoughtfulness, clarity and quality**. Although UAF does give instructors the option to use +/- grades, I will not use those additional marks in determining your final grade. **All work may be submitted 72 hours before the due date for narrative feedback intended to strengthen the final submission.**

A = 90+% B= 80+% C=70+% D=60+%

Chapter Overviews including Oral Presentation:	35%	(Written/Oral weighted equally)
Book Share/Media Blog including Oral Presentation:	15%	(Written/Oral weighted equally)
Deconstructing Media Research/Media Blog:	15%	(Written)
Media Diary		
• Media Diary Analysis		Writing – First ungraded assignment
• Oral Presentation		Oral – First ungraded assignment
Media Literacy Unit Project including Oral Presentation:	35%	(Written 80% Oral 20%)

REQUIRED ACTIVITIES:**Written Submissions**

All written work (peer responses, presentation slides, blog submissions, discussion board submissions, etc.) submitted by students will be evaluated based on the framework below plus assignment specific criteria provided on individual assignment rubrics. **All work may be submitted 72 hours before the due date for narrative feedback intended to strengthen the final submission.**

Score **100-85**

85-70

70 below

presentation. Rubrics will be provided. Students may also receive feedback through the Formative Oral Presentation Rubric used during the Elementary Internship Year (see below). ED486 students are expected to gain confidence and ease with sharing information with groups as the class progresses. **All presentations may be submitted 72 hours before the due date for narrative feedback intended to strengthen the final submission.**

Elementary Program Formative Oral Presentation Rubric

Criteria	Target	Acceptable	Unacceptable
<p>Style: Engagement and vigor (holding audience's attention) Confidence of manner Responsiveness to audience's questions Spontaneity (sparing use of notes, no reading unless appropriate or required for understanding) Ability to foster collaborative communication in the classroom Ability to respond appropriately to verbal and non-verbal communication differences based on cultural differences among students and/or classroom contexts.</p>			

48-Hour Media Diary (Written/Oral Presentation):

This assignment will be first written and oral presentation due and will be “ungraded.” Students will be given narrative feedback along with a letter grade that will not count towards the overall grade for the class, but will allow students to learn the instructor’s expectations and allow the instructor to conduct an initial assessments of students strengths and challenges in writing and oral presentation.

ED486 students will keep

Media Literacy Unit (Written/Oral Presentation):

After the completion of the class chapter review presentations, ED486 students will research a media literacy topic of interest and

