



## THE MEDIA SCHOOL

INDIANA UNIVERSITY

### Fall 2020: MSCH-C101 Media<sup>1</sup>

Dr. Potter  
Spring, 2021  
Section 7786



#### About This Course

*C101 Media* examines the role media play in our lives – at work, at school, among family members, friends, and lovers – and analyzes pressing issues in media and society today, such as privacy, globalization and convergence. These issues are examined through a lens of media literacy, with particular attention to the responsibilities we have as both consumers and producers of media in all its forms.

#### Class Meetings

Mondays & Wednesday from 1:45-2:35pm

Attend these meetings using a Zoom link which will be sent out the day before via Canvas.

**Monday meetings** will take an ‘office hour’ format, a chance for you to talk with Dr. Potter individually. You will initially be put in a waiting room and be admitted when it’s your turn.

**Wednesday meetings** will be a gathering for all students. Dr. Potter will answer questions about—and expand upon—the posted video lectures. You can also ask questions about the assignment for the week.

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<sup>1</sup> Photo credit: <https://pixabay.com/illustrations/social-media-social-network-3758364/>

## Discussion Sections

These are on Fridays, and conducted by a graduate student Associate Instructor (AI). Find contact information for yours at the links below:

[McCall Booth](#)

[Hlin Liu](#)

[Narmeen Ijaz](#)

Discussion times are another way for you to obtain clarification on lectures and assignments. Your assigned AI will distribute Zoom links for your discussion section meetings. You may only attend the section in which you are enrolled. They will always be recorded, barring technological problems, and posted onto your discussion section Canvas site.

## Student Learning Outcomes<sup>2</sup>

- Students will demonstrate familiarity with media framing, its ability to construct meaning, and its role in shaping audience perceptions of reality.
- Students will recognize that media economics and industrial structures create incentives for the production of content delivered with attention to eliciting desired audience effects.
- Students will develop awareness of and sensitivity to the histories; cultures; and political, social and economic realities of diverse groups and their representatives in the media.
- Students will reflect on their own media habits and develop awareness of their own personal, social, and cultural contexts.
- Students will develop critical thinking skills for evaluating source credibility and recognizing that the ability to evaluate information is central to responsible citizenship.

## Required Texts

- Potter, W. James (2019). *Media Literacy*. Los Angeles: Sage Publishing. 9<sup>th</sup> edition. ISBN: 9781506366289. [See more info here](#).
  - *Media Literacy* is already pre-loaded as an e-text into Canvas for you and can be found by navigating to “IU eTexts (Unizin engage)” located in the lefthand column. Check with the bookstore if you wish to obtain a hard copy. Be sure you purchase the 9<sup>th</sup> edition.
- Other course materials are available via Canvas or at links provided in the Semester Plan.

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<sup>2</sup> Inspired in part by University of Iowa’s JMC 3180 Media Ethics (2016) available at: [https://clas.uiowa.edu/sjmc/sites/clas.uiowa.edu/sjmc/files/JMC\\_3180\\_Media\\_Ethics\\_Meenakshi\\_Gigi\\_Durham.pdf](https://clas.uiowa.edu/sjmc/sites/clas.uiowa.edu/sjmc/files/JMC_3180_Media_Ethics_Meenakshi_Gigi_Durham.pdf). Also Stanford History Education Group’s “Evaluating Information: The Cornerstone of Online Civic Reasoning” (2016). Available at: <https://stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf>

## Accommodations for Students with Disabilities

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). You must establish your eligibility for support through Indiana University's [Office of Disability Services for Students](#). If you have a documented learning disability that may affect your work in this class, please provide your instructor with appropriate documentation by the end of the first week of class (by 5:00 p.m. on Friday, August 28). Further information about university policies and procedures regarding learning disabilities is available at the above link.

## Health & Welfare<sup>3</sup>

We all sometimes face challenges in our personal lives, and it is a sign of great personal strength to acknowledge that and ask for help. You can always go to Indiana University's Counseling & Psychological Services (CAPS) at the Health Center for support (812.855.5711). CAPS can help students on many issues, including depression, anxiety, relationship issues, sexual assault, feelings of inadequacy, substance abuse and difficulty adjusting to life at the university. More information about CAPS is available [here](#).

## Student Support & Cultural Awareness Centers at Indiana University

[African American Arts Institute](#). The institute preserves and promotes African American culture through performance, education, creative activity, research, and outreach.

[Asian Cultural Center](#). This center promotes awareness and understanding of Asian and Asian American cultures, histories, and issues through institutional resources, educational support, and community outreach.

[First Nations Educational and Cultural Center](#). This center's mission is to build a Native community within the university, enhance the recognition and reputation of these communities, and provide educational opportunities that further awareness of the First Nations people.

[La Casa Latino Cultural Center](#). This center promotes academic excellence, personal and professional growth, and greater historical, political, and cultural awareness of the Latino community through educational and social programs.

[LGBTQ+ Culture Center](#). The center serves as a resource and information center for the IU LGBTQ+ community and people who want to better understand LGBTQ+ issues and concerns.

[Neal Marshall Black Cultural Center](#). The center connects IU to Black culture, promotes public awareness of the Black experience, and celebrates students' academic and leadership achievements.

[Center for Veterans and Military Students](#). The center helps veterans and military-connected students make the transition from the military to IU and provides support and resources during their time on campus.

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<sup>3</sup> Language borrowed from Professor Elaine Monaghan, The Media School @ Indiana University.

## Academic Misconduct

You are responsible for doing your own work. Indiana University's Code of Student Rights, Responsibilities & Conduct offers the following on plagiarism: "A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. "Quotes another person's actual words, either oral or written;
- b. "Paraphrases another person's words, either oral or written;
- c. "Uses another person's idea, opinion or theory; or
- d. "Borrows facts, statistics, or other illustrative material, unless the information is common knowledge."

Any assignment, exam or other submitted work that has been plagiarized will earn zero points ("F"). Please note that the penalty for an act of academic misconduct can be a failing grade for the course or expulsion from the University. Complete information about Indiana University's Code of Student Rights, Responsibilities & Conduct is available [here](#).

A final note: [IU policy](#) states that faculty members have a responsibility to foster the "intellectual honesty as well as the intellectual development of students.... Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student's first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free."

## Technology, Content Delivery & Class Meetings

All course materials will be available on Canvas. Each week, Dr. Conway, Dr. Plotnick and Dr. Potter will be posting videos with lecture material. Be sure to watch **all** videos in order to keep up with lecture content for the week. Additionally, we will provide PDFs of the slides that accompany each lecture.

Your scheduled course time on Mondays and Wednesdays will be used for specific purposes. On Mondays, your professor will be available for office hours on Zoom. Please feel free to attend if you have questions or issues specific to you and that should be answered privately (you will be let in through a waiting room system one at a time). On Wednesdays, your professor will hold an open Zoom session for all students to answer general course questions, elaborate on course topics and discuss assignments. Wednesday sessions will be recorded and posted on Canvas for those who cannot attend on a particular day.

Your AI will hold discussion sessions on Fridays at times scheduled by the Registrar. Be sure to attend discussion **at the time for which you are scheduled**. In these sessions, AIs will offer guidance about the weekly assignments as well as answer questions and provide clarification on lectures and written material. The best way to get help in the course is to attend these sessions. They will also be recorded and posted on Canvas for those who cannot attend on a particular day.

No attendance will be taken for either class times or discussion times; however, we find that those students whom attend or follow along with these sessions in general stay more connected to the course, get more out of the material, and perform better on exams and assignments.

**Zoom etiquette** – When you appear on camera, please remember to conduct yourself the same as you would in a physical classroom on campus. Use good judgment about backgrounds, clothing, etc. and demonstrate good citizenship as part of our virtual community. Students that disrupt online discussions will be removed from Zoom meetings by the moderator(s).

## Assignments & Evaluation

Assignment	Number	Points	Total Points
<i>Media literacy reflection</i>	2	10/40	50
<i>Weekly assignments</i>	Choose 8 of 11	10 each	80 (maximum)
<i>Exam #1</i>	1	105	105
<i>Exam #2</i>	1	105	105
<b>TOTAL</b>			<b>340</b>

## Grading Scale

It's your job to keep track of how many points you earn over the course of the term.

**Do not pay attention to what CANVAS says your letter grade is.**

The table below will be used to assign final letter grades. But note below the requirement of completing the Media Literacy Reflection assignment to pass the course.

- . There are 340 points possible in the course.

Letter Grade	Point Total
A+	330
A	316
A-	306
B+	296
B	282
B-	272
C+	262
C	248
C-	238
D+	228
D	214
D-	204

## Assignment Descriptions

**Media literacy reflection** – We will ask you to reflect on your understanding of and experience with media literacy both at the start and end of the course. Part I of the reflection is due at 5pm on January 25th and is worth 10 points. Part II will take the form of a longer reflection essay, which is due at the end of the course in Week 15 and is worth 40 points. You **must** complete both parts of the assignment in order to receive a passing grade in the course, as this is a critical component of engaging with media literacy.

**Weekly assignments** – There will be eleven (11) assigned exercises related to lecture and reading material. Each is worth 10 points. You may earn points from eight of these, 80 maximum points.

Those who complete all 11 assignments with perfect 10 grades will still earn 80 points. These assignments are due every Monday by 5am – uploading to Canvas.

A note on **late assignments**: If you encounter circumstances that require you to turn in a weekly assignment late, you may do so up to 48 hours after the Monday deadline. A late assignment will be graded but cannot earn more than 5 points. Assignments received after 48 hours will not be graded.

Reminder: These are *individual* assignments. While you may discuss the instructions and course concepts with fellow students, the writing should be yours only and original work. Assignments written by students that have identical sentences - or repeatedly similar phrasing or wording - will be treated as academic misconduct and will receive a zero. These instances will also be reported to the Office of Student Conduct. Additionally, be sure to use appropriate citation when referencing sources directly or indirectly. We will often use Turnitin (integrated with Canvas) as a mechanism for confirming that your work is your own and is properly cited.

**Exams** – The course will have one exam at the midterm and one at the end of the semester, each worth 105 points. These exams are **not** cumulative and will only test on material from the first and second halves of the course respectively. Both exams will be conducted through Canvas (online).

## Semester Plan

Potter = Required textbook available on Canvas through IUeTexts (Unizin Engage)

© =PDF or Website Available via Canvas

### **Week 1: Introducing Media Literacy**

*Reading for the week:* Potter, Chapter 1: “Why Increase Media Literacy?”

Wed. Jan 20

Live on Zoom: Lecture 1 - Welcome to C101. What is Media Literacy to You?

Lecture 2 – Recorded Video on Canvas: Media Literacy Introduction

*Assignment:* Media Literacy Reflection Part I [due 1/25 by 5pm on Canvas]

*Discussion [Friday]:* Meet your AI and discussion group

### **Week 2 (January 25 and 27): Approaches to Media Literacy**

*Reading for the week:* Potter, Chapter 2: The Media Literacy Approach

Potter, Chapter 15, pgs. 306-313 [stop before “Illustrations of Milestones”]

Note: From this week, all lectures are pre-recorded and can be found on Canvas.

Lecture 1 - Media Literacy Approach

Lecture 2 - Helping Yourself and Others to Increase Media Literacy

*Assignment:* None

*Discussion [Friday]:* Info and questions about course content

### **Week 3 (February 1 and 3): Audience: Individual Perspective**

*Reading for the week:* Potter, pgs. 33-34 and Chapter 3, pgs. 36-53

Lecture 1 - Automaticity and Media Literacy

Lecture 2 - Semiotics

*Assignment:* Semiotics Exercise

*Discussion [Friday]:* Info and questions about course content; details about assignment

### **Week 4 (February 8 and 10): Audience: Industry Perspective**

*Reading for the week:* Potter, Chapter 4, pgs. 55-68

Lecture 1 - Audiences and Industry

Lecture 2 - Audience Measurement and Understanding

*Assignment:* Media Diary Exercise

*Discussion [Friday]:* Info and questions about course content; details about assignment

### **Week 5 (February 15 and 17): Media History and Ownership: An Economic Perspective**

*Reading for the week:* Potter, Chapter 7, pgs. 119-129

Potter, Issue 1, pgs. 334-351

Lecture 1 - History of Media Economics and Politics

Lecture 2 - Ownership Concentration

*Assignment:* You pick: Media Ownership Exercise

*Discussion [Friday]:* Info and questions about course content; details about assignment



### **Week 6 (February 22 and 24): Issues in Media Law**

*Readings for the week:* Stanford University on Fair Use ©

Wired Guide to Net Neutrality ©

Watch: YouTube Creators video on Fair Use ©

Lecture 1 - Introduction to Issues in Media Law:

Lecture 2 - Net Neutrality

*Assignment:* Media Law Exercise

*Discussion [Friday]:* Info and questions about course content; details about assignment

### **Week 7 (March 1 and 3): News**

*Readings for the week:* Potter, Chapter 9, pgs. 165-188

Lecture 1 - News Values

Lecture 2 - Principles of Journalism

*Assignment:* Journalism exercise [due 10/12 by 8am on Canvas]

*Discussion [Friday]:* Info and questions about course content; details about assignment

### **Week 8 (March 8 and 10): Issues of Representation**

*Reading for the week:* Audrey Lorde, "Age, race, class and sex: women redefining difference" ©

Lecture 1 - Race and Recognition

Lecture 2 - Gender and Sexuality

*Assignment:* Race and Media Exercise

*Discussion [Friday]:* Details about assignment; preparation for exam

### **Week 9 (March 15 and 17): Exam Review & Exam #1**

*Reading for the week:* None

Lecture 1 - Review

Lecture 2 - Exam #1 (Canvas)

*Assignment:* None

*Discussion [Friday]:* None

### **Week 10 (March 22 and 24): Advertising**

*Reading for the week:* Potter, Chapter 11, pgs. 223-239

Lecture 1 - Advertising and "Badvertising"

Lecture 2 - Public Relations

**Note: Wednesday 3/22 is a Wellness Day. We will have a large group meeting on Monday 3/22**

*Assignment:* You pick – Advertising Storyboard or PR Exercise

*Discussion [Friday]:* Info and questions about course content; details about assignment

### **Week 11 (March 29 and 31): Interactive Media**

*Reading for the week:* Potter, Chapter 12, pgs. 245-261

Lecture 1 - Analyzing Games and Game Design

Lecture 2 - Media Aesthetics and Black Boxes

*Assignment:* Opening Black Boxes Exercise

*Discussion [Friday]:* Info and questions about course content; details about assignment

**Week 12 (April 5 and 7): Film**

*Reading for the week:* Chapter from *American Cinema, American Culture* [Belton] ©

Lecture 22 - How Film Speaks

Lecture 23 - Analyzing Film

*Assignment:* Film Sequence Analysis Exercise

Part II: Media Literacy Reflection assigned

*Discussion [Friday]:* Info and questions about course content; details about assignment

**Week 13 (April 12 and 14): Sports**

*Reading for the week:* Potter, Issue 2, pgs. 355-370

Lecture 1 - Sports Industry

Lecture 2 - Analyzing Sports Content

*Activity:* Current Controversy in Sports Exercise

*Discussion [Friday]:* Info and questions about course content; details about assignment

**Week 14 (April 19 and 21) Fake News**

*Reading for the week:* Potter, Issue 3, pgs. 376-393

Lecture 1 - Media Polarization

Lecture 2 - Ways of Identifying and Combatting Fake News

*Activity:* Media Polarization Exercise

*Discussion [Friday]:* Info and questions about course content; details about assignment

**Week 15 (April 22 and 24): Increasing Media Literacy**

*Reading for the week:* Potter, Chapter 15, re-read pgs. 306-313 and then the rest of the chapter

Lecture 1 - Course Wrap-up

Lecture 2 - Exam #2 Review

*Assignment:* Part II: Media Literacy Reflection #2 Paper Due

*Discussion [Friday]:* Exam questions and prep

**Week 16: Exam #2 (Canvas)**