

**LDR 4271 – Fall 2014 (3 Credits)  
Media Literacy and Leadership**

**TITLE**

Media Literacy and Leadership

**COURSE NUMBER**

LDR 4271

**CREDIT HOURS**

Three (3) credit: Students enrolled for credit (3) credit hours will be expected to devote 45 contact hours, plus assignments.

**PREREQUISITES, COREQUISITES**

This is an elective class designed for student leaders and those who aspire to leadership roles.

**COURSE LOGISTICS**

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

**INSTRUCTOR INFORMATION**

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credential with Master's in related field and approved will teach this course.

**TA CONTACT INFORMATION**

Will be included, as appropriate

**COURSE DESCRIPTION**

In our media-saturated world, there are infinite opportunities to watch, read, listen to, and create media. Images often overwhelm us, paralyze us, and shape our perceptions of the world and ourselves. In the 21<sup>st</sup> century, the ability to be media literate (to make careful and critical analyses of the media that surround us) is a critical leadership skill. This course will provide an introduction to media literacy and teach the skills needed to examine many genres of media, including news, the Internet, You Tube, student media, advocacy media, political websites, film, radio, newspapers, magazines, advertising, and social marketing. We will learn to deconstruct media stereotypes of race, ethnicity, gender and class. We will study the ethical principles of journalism, and examine convergence, media ownership and the role of the "citizen journalist." Through analysis of current research, deconstructing media, and guest lectures from practitioners, we will focus on the importance of media literacy in our daily lives and learn how to use media to become active citizens and empowered leaders.

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

As a result of active engagement in this course and course materials, students will:

- Have a sound conceptual and theoretical understanding of effective leadership for today's world.

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- Define media literacy.
- Apply leadership skills as it relates to the use of media.
- Understand and analyze the dimensions of media literacy.
- Lead by example.

**COURSE EVALUATION METHODS & COURSE REQUIREMENTS/ EXPECTATIONS**

**Expectations**

**Attendance and Participation:** Class attendance and participation is an indication of students' commitment and professionalism; therefore, attendance will be taken and participation will be observed. Students are expected to attend all class sessions and actively engage in on line activities. Students who are ill or have some emergency that requires them to miss class must contact the professor in advance to be excused from class. Students who are not excused from class will lose 6 points. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance or participation on an FAU athletic team must provide notice of the date(s) to the professor prior to the class being missed. Students are also expected to be on time to all classes. Arriving tardy to 3-class meeting times will result in the loss of 3 points.

For on line classes, students are expected to participate actively in all assignments and complete them on time. No assignments will be accepted late.

**Readings:** With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

**Assignments/Grades:** Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

<b>Assignment</b>	<b>Total Points</b>
Class Participation & Attendance	20 points
Personal Media History	15 points
Media Critique	20 points
Leadership in Media	20 points
Campaign Group Project	25 points
<b>TOTAL</b>	<b>100 points</b>

A (94-100)	A- (90-93)	B+ (87-89)	B (86-84)	B- (80-83)	C+ (77-79)
C (74-76)	C- (70-73)	D+ (67-69)	D (66-64)	D- (63-60)	F (59 and below)

**COURSE ASSIGNMENTS**

**Attendance and Participation (20 points)**

The attendance policy is explained on page two.

**Personal Media History and Analysis (15 points)**

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Tell your personal media story, describing your exposure to media from childhood to today. What did you watch and read? When and how much media did you consume? How did your family and friends use media? How important was/is media in your life? Did you experiment with making media? How do you think media affected you growing up? What does media mean to you today? What impact do you feel media has on leadership development? (4 pages, double-spaced)

**Media Critique (20 points)**

Choose 3 examples (newspaper, film, etc.) Be sure to use the tools of media literacy to analyze genre of example, focusing on depictions of race, ethnicity, gender and class. Be mindful of how production techniques shape your perception of the images and the implicit and explicit messages contained in these media “texts”. Include a critical analysis of the tone and content of the media and your opinion about any stereotyping of race, ethnicity, gender and class. (6 pages, double-spaced)

**Leadership in Media (20 points)**

Choose a media company from a list that will be provided in class and write about the leadership of that company. Who hold the power? Who own the company? What other media products do they own? Whom are they trying to reach? What is their philosophy on leadership? How did they rise to power? What are they doing with that power – is it strictly business or a force for social change? (6 pages, double-spaced)

**Advocacy Campaign on an Issue Group Project (25 points)**

Use any form of media – video, writing, web design, PowerPoint, film, photos, ads, to create a media campaign around an issue. A list of issues will be provided in class to choose from. This is an opportunity to pull together items we have discussed this semester, apply what you have learned in a creative way, and end the semester with a product that empowers you to make a difference. In addition to presenting the group will need to submit a 5 page paper.

**POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES**

**Deadlines:** Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

**Incompletes:** Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

**SPECIAL COURSE REQUIREMENTS**

*This course holds no special requirements.*

**CLASSROOM ETIQUETTE POLICY**

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest

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capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students to apply leadership theory and concepts in diverse contexts. The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructor will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedules.

**DISABILITY POLICY STATEMENT**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) – in Boca Raton , SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) and follow all OSD procedures.

**ACADEMIC INTEGRITY POLICY AND HONOR CODE STATEMENT**

Students in this class are expected to understand and agree to uphold the University Academic Integrity Policy. At Florida Atlantic University students are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**Plagiarism:** Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own written work* offered for credit. It is always assumed that the written work offered for credit is

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the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is specifically approved in advance by the instructor*. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

**REQUIRED TEXT**

This class will have weekly course readings. The readings will be posted on Blackboard or will be handed out in class. Most weeks we will read between 4-6 articles, news stories or web-based research material.

**SUPPLEMENTAL READINGS**

Supplemental readings, power points and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings that will be referenced in this class.

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**COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS**

<b>Date</b>	<b>Class Topic</b>	<b>Readings/Assignments</b>
Week 1	<b>Course Overview</b>  <b>Introduction to Media Literacy and Social Change (what is it? How can they be linked? How are they related to leadership?)</b>	
Week 2	<b>Core concepts and theories of media literacy (review academic research with print and video examples)</b>	Reading Provided
Week 3	<b>Media Ownership and Power (overview of traditional mainstream media – who are the leaders in the field? Who owns the major news organizations? Discuss network evening newscasts, ASBnews.com web cast, Nightline, morning news. How powerful are traditional newspapers? What is the role of the Internet in education</b>	Personal Media History Due
Week 4	<b>Inside TV News (objectivity of news; the construction of news stories and the techniques that used to manipulate views)</b>	Reading Provided
Week 5	<b>Film Screening “Emmanuel’s Gift”/ Film Critique</b>	
Week 6	<b>Deconstructing Advertising (Why is advertising powerful? How is it</b>	Reading Provided

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	<p>connected to our everyday lives? What should we know as future leaders about how advertising is used to get a message or to stop a negative message?</p>	
<p><b>Week 7</b></p>	<p><b>Media Leadership: Covering Politics (Discuss role of Executive Editor. How does a local paper cover a national election? Does a newspaper reflect the views of the community? How can a paper be a leader in civic discourse?)</b></p>	<p><b>Reading Provided (opportunity to have guest speaker)</b></p>
<p><b>Week 8</b></p>	<p><b>Political campaigns (TV ads, viral marketing, advocacy journalism. Political bias, and polarization of the media)</b></p>	<p><b>Critique and Deconstruct Media Due</b></p>
<p><b>Week 9</b></p>	<p><b>Race, Ethnicity, Gender and Class (examine personal biases and stereotypes. How do we identify unconscious and conscious bias? How so media images (including film) feed into our stereotypes? How do they impact feelings and body image? Explore images of minorities, women, and people with disabilities)</b></p>	<p><b>Reading Provided</b></p>

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<b>Week 10</b>	<b>Film Screening (instructor will select film)/ Film Critique</b>	
<b>Week 11</b>	<b>Diversity in the newsroom and newspaper/ Theories of Violence</b>	<b>Reading Provided</b>
<b>Week 12</b>	<b>Social Marketing: using media tools for social change</b>	<b>Reading Provided</b>
<b>Week 13</b>	<b>Convergence and the Citizen Journalist (analyze the impact of the web in the convergence movement. What is a complete journalist and what is the job of a journalist in a shifting media landscape? What is a citizen journalist and what kind of an impact can he/she have on public discourse?)</b>	<b>Leadership in the Media Due</b>
<b>Week 14</b>	<b>Screen and critique “Invisible Children” Documentary/Critique</b>	
<b>Week 15</b>	<b>Youth Media and Leadership (Why has the “Invisible Children”</b>	



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	<b>campaign been so successful? How did they reach positions of leadership? Analyze how the filmmakers use viral marketing to get their message out.)</b>	
<b>Week 16</b>	<b>Group Presentations</b>	