University of West Georgia | College of Education

MEDT 7490: Visual and Media Literacy for Teaching and Learning
Spring 2018

Class Meeting Time/Location	Online	**Online Hours**	4:00 to 6:00 and by appointment
Instructor	Logan Arrington	**Telephone**	(850) 629-8740
Office Location	Online	**Westga email**	logana@westga.edu
Office Hours	By appointment	**Skype**	logan.arrington

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

COURSE INFORMATION

Course Description

This course is an introduction to visual and media literacy principles that support student learning in specific content areas. Students will explore elements of photography and videography that support learner-centered instruction. Instructional applications in the workplace and instructional settings, shooting high-quality digital photographs and video vignettes, how to produce enhance digital-based instructional materials and resources are covered.

Prerequisites: None
Co-requisites: None

Course Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme Developing Educators for School Improvement, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

Required Texts

Frey, N., & Fisher, D. (2008). *Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills.* Thousand Oaks, CA: Corwin Press.

Golombisky, K., & Hagen, R. (2013). *White space is not your enemy: A beginner's guide to communicating visually through graphic, web & multimedia design.* 2nd edition, Boston, MA: Focal Press.

Other required readings (research articles) are provided on Courseden.

Supplementary Texts

American Psychological Association. Publication manual of the American Psychological Association (6th Ed.)

Baker, F. W. (2012*). Media literacy in the K-12 classroom.* Eugene, OR: ISTE.

Required Instructional Resources
**TK20 Subscription -These are available at the University Bookstore or at
http://westga.tk20.com/campustoolshighered/start.do

If you have purchased a subscription previously, **DO NOT re-subscribe**. For more information about this
resource, see http://www.westga.edu/coe/index_550.php. For assistance, please email tk20@westga.edu.
**

Other Resources

Flash or thumb drive (at least 1 GB)

Office 2007 (it is your responsibility to let the instructor know if you don't have access to it at home or
your workplace)

High Speed Internet Access and headphones with working microphone (needed for synchronous
meetings)

Software Applications (Word, Excel, PowerPoint, Audacity, Moviemaker) Headset (Microphone with
Headphone), Digital Camera and Webcam

Approaches to Instruction
This course uses a learner centered pedagogical approach where learners will interact with the instructor,
content, and their peers throughout the course. This course will be delivered 100% online. This requires
the online equivalent to 2400 minutes of instruction (seat-time) and an additional 4800 minutes of
supporting activities. As such, you will be required to complete the following online activities during this
course:

Assignments (60%)	5184 minutes
Discussions (30%)	2592 minutes
Assessments (10%)	864 minutes

Grading
There are 500 points total available. I will use the following scale to assign your grades:
 A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

 A = 500 - 450 Points, B =449 -400 Points, C = 399 – 350 Points, F = 349 Points or below

Course Objectives and Learning Outcomes
Students will:
   1. **DEVELOP** an awareness of the roles and applications of visual and media literacy to the
      instructional process, and as a means of enhancing learning and motivation with all types of

learners. References: Frazel, 2010; Goldman-Segall, 1998; Hobbs, 2011; Kyker & Curchy, 2003; Millerson, 2001; Pogue,2001; Zettyl, 2001

    a. Conceptual Framework Descriptors: Knowledgeable, Reflective, Inquisitive, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive, Empathetic; Knowledgeable, Reflective Professional Standards: AASL 2; NBPTS 2, 3; NBPTS SLM V; AASL 1.1, 1.4, 2.2, 2.4, 5.1, 5.2, 5.3; GaPSC 1i, 1iv, 2ii, 2iv, 5i, 5ii, 5iii

2. **DEVELOP** competencies in operating equipment needed for taking and editing digital photographs and videos for use in the work place (i.e., digital camera, tripod, flash, computer, mouse, video camera, video recorder, lights, microphone mixers, microphone, editing machine, computer graphic programs and photo/video editing software). References: Ang, 2007; Greenwood, 2003; Kyker & Curchy, 2003; Millerson, 2001; Pogue, 2001; Shyles, 2007; Zetty, 2001

    a. Conceptual Framework Descriptors: Knowledgeable, Decisive, Inquisitive, Adaptive, Collaborative, Knowledgeable, Reflective Professional Standards: AASL 2; NBPTS 2, 3; NBPTS SLM III; AASL 1.4, 7.1; GaPSC 1iv, 7i

3. **DESIGN and PRODUCE** digital educational materials and resources in selected areas of interest that support effective visual-based instruction. References: Abram & Hoerger, 2009; Block, 2008; Kyker & Curchy, 2003; Limpus, 2002; Long, 2012; Moline, 1995

    a. Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Collaborative, Culturally sensitive, Knowledgeable, Reflective Professional Standards: NBPTS 2, 3; NBPTS SLM V; AASL 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 4.5,6.4, 7.1, 7.2; GaPSC 1i, 1ii, 1iii, 1iv, 2ii, 2iv, 4v, 6iv, 7i, 7ii

4. **SELECT and UTILIZE** digital tools and resources that can be integrated into the workplace and instructional settings to meet the varying and diverse needs of all learners. References: Abram & Hoerger, 2009; Kyker & Curchy, 2003; Laybourne, 2009; Ohler, 2008

    a. Conceptual Framework Descriptors: Knowledgeable, Reflective, Inquisitive, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive Professional Standards: AASL 2

5. **DISCUSS and MODEL** safe, legal, and ethical practices for taking, sharing, using, and citing digital resources. References: Bull & Bell, 2005; Ewald & Lightfoot, 2001; Hobbs, 2011

    a. Conceptual Framework Descriptors: Knowledgeable, Reflective, Inquisitive, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive Professional Standards: AASL 2

ASSIGNMENTS

Below you will find brief descriptions of each of the assignments. Full descriptions and requirements will be provided on each of the modules:

Project 1. Creating meaning with images (individual). Create images that depict principles and elements of design (Course objectives 1, 3, and 4)

Project 2. Coding and decoding images (individual). You will analyze and create visual texts. (Course objectives 1, 2, and 3)

Project 3. Comics, cartoons, and graphic novels (working in pairs). You will create a comic, cartoon, or graphic novel (course objectives 1, 2, 3, and 4)

Project 4. Infographics, posters, and newsletters (working in pairs). You will develop an infographic or poster (course objectives 1, 2, 3, and 4).

Project 5. Re-designing instructional materials based on multimedia principles (individual). You will re-design an instructional material from your classroom (course objectives 2, 3, and 4).

Project 6. Analyzing commercials (individual). You will review and critically analyze video commercials (course objectives 1 and 5).

Project 7. Research on visual and media literacy (individual). You will investigate previous research in visual and media literacy (course objectives 1, 4, and 5)

Project 8. Comprehensive plan (individual). You will develop a comprehensive plan and materials that use media and visual literacy to solve an instructional problem (course objectives 1, 2, 3, 4, and 5)

ASSESSMENT OF LEARNING - Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location
Class Participation in synchronous meetings and Course Discussions	80	Teacher Observations	Ongoing
Initial class quiz	5	checklist	At 11:59 PM
Project 1: Creating meaning with images	40	checklist	At 11:59 PM
Project 2: Coding and decoding images	50	checklist	At 11:59 PM
Project 3: Comics, cartoons, and graphic novels in the classroom	50	checklist	At 11:59 PM
Project 4: Infographics, posters, and newsletters for learning	50	Checklist	At 11:59 PM
Project 5: Redesign of instructional materials	50	Checklist	At 11:59 PM
Project 6: Analysis of video commercials	50	Checklist	At 11:59 PM
Project 7: Research on visual and media literacy	40	checklist	At 11:59 PM

Project 8: Comprehensive plan	75	rubric	At 11:59 PM
Final course reflection	10	Checklist	At 11:59 PM
Total points:	**500**		

IMPORTANT NOTE: This course is one of the IT Certification courses (7464, 7468, 7476, and 7490). The non- submission or incomplete submission of required TK20 artifacts will result in a failing grade. Please contact the TK20 Coordinator as soon as the semester starts, or consult the following link regarding TK20.

http://www.westga.edu/education/984_tk20_system.php

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Being an online class, attendance is up to you! However, I request that you log in at least once a day to check for any important announcements or changes to the course plan.

Discussion and Participation: One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are an informal way for you and your peers to communicate and engage in meaningful conversations related to the course. Be aware that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings and replies during the week (Check your course schedule!). Fifty percent of the discussion's grade will be deducted if you don't follow this schedule. In previous semesters, I have had students posting everything the day, or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless even if you think is very thoughtful. It is the same with online discussions. Therefore, without exceptions, late discussion board postings/replies will result in a grade of zero. You are expected to read and participate in ALL online discussions. Missing one discussion can be the difference between an A and a B grade. You are required to post your initial thoughts and respond to AT LEAST two other postings for a discussion to be considered complete. You have to respond to the postings in a meaningful manner ("I agree" or "this is interesting" are not proper responses). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted

Late Work: Late work will only be accepted in the case of emergency or prior arrangement with me. The quicker you get in touch with me, the better!

Professional Conduct: Students are expected to conduct themselves professionally. This is an essential quality for all professionals. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in all online class activities
- Submitting assignments on time
- Treating class members and colleagues with respect in and out of the class

Extra Credit Statement: Extra credit activities will not be made.

Dual Submission Statement: Previous submissions cannot count towards or cannot be used for other submissions, as each assignment in this course has unique characteristics. Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

File Naming Protocol: Follow this file naming convention FOR ALL SUBMITTED DOCUMENTS in this course and set your file name as indicated below:

- Your last name followed by an underscore ("_") - with NO SPACES - (e.g., Arrington_)

- The initials of your first and middle names followed by an underscore ("_") - with NO SPACES - (e.g., BA_)

- The Assignment Title (a concise version - keep it short) and an underscore ("_") - with NO SPACES - (e.g., FinalReflection_)

- The course number (i.e., for this course, 7490)

- EXAMPLE: ***Arrington_TL_FinalReflection_7490***

Students must also follow guidelines included in the University of West Georgia's Acceptable Use Policy located at the following URL: http://www.westga.edu/its/570_1379.php

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year. In addition, points may be deducted from the course grade for a lack of professionalism or participation.

Additional Support Information

Center for Academic Success
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares
If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services
Click on the following link **Student Services** for a listing of all services available to students at UWG.

Communication Rules

Communication Rules: There are three methods of contact me. I have detailed each below and my expected response time.
1. UWG Email (logana@westga.edu)
    a. This email comes to my phone. If you need a prompt response, this is the best way to contact me. (I will respond within 24 hours except on weekends)
2. CourseDen Email
    a. I will check this email whenever I log into CourseDen. I usually login at least once a day, but the time varies. Do not rely on this for getting a prompt reply. (I will respond usually within one or two days).
3. Phone (text or call) -

      a. You can either text or call my google number (8506298740). This should come to my phone, but sometimes it is finicky. (I should respond almost immediately; however, this tool sometimes doesn't function well so it may get lost).

Network Etiquette: Please do your best to abide by "Netiquette" in your interactions with peers! Please see examples below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times: I will do my best to return all emails within 24 hours (except a few delays on the weekends). If I have not replied within 24 hours and the matter is pressing, please feel free to email me again, as it is possible I just missed it. Remember, your instructor is human and makes mistakes too, so try and be polite still.

In terms of assignments and feedback, please allow me 7-14 days to return assignments. I want to ensure that I can give detailed feedback to all students.

Class Schedule Information

Module/Dates	Topics	Wh
Start Here **January 06 - 14**	Getting Acquainted and introduction to visual and media literacy	- **Syllabus acknowledgement, January 14** - **Curriculum Vita/Introduction to the class:** Due by **January 14** - **Create your wiki/weebly**: Due by **January 14** -**Initial class quiz:** Due by **January 14**
Module 1 **January 15 - 28**	Creating meaning with images	- **Online welcome meeting January 16 - 7 PM-EST** -**Discussion on Chapter 1** *What you get is what you see* **(Frey):** due by **January 22** -**Project 1: Creating meaning with images** - Due by **January 28**
Module 2 **January 29 – February 18**	Coding and decoding images	-**Project 2: Coding and decoding images 1st phase (My story)** - Due by **February 4** -**Project 2: Coding and decoding images 2nd phase (My sequence)** - Due by **February 11** -**Discussion dual coding theory** – by **February 11** (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday) -**Project 2: Coding and decoding images 3rd phase (Review one of your peer's sequences)** - Due by **February 18**
Module 3 **February 19 - 25**	Comics, cartoons, and graphic novels	-**Project 3: Comics, cartoons, and graphic novels** - Due by **February 25** -**Video** *Visual literacy in the classroom* **discussion:** Due by **February 25** (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday)

Module 4 **February 26 – March 4**	Infographics, concept maps and posters	**-Project 4: Infographics, posters, and newsletters** - Due by **March 4** **-Submit topic for Assignment 7:** Due by **March 4**
Module 5 **March 5 – 18**	Redesign of instructional materials following multimedia principles	**-Discussion on Video in the classroom** – Due by **March 11** (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday) **-Formative Assessment** Due by **March 11** **-Project 5: Redesign of instructional materials** - Due by **March 18**
Module 6 **March 19 - 25**	Analysis of video commercials	**-Project 6: Analysis of video commercials** - Due by **March 25** **-Project 8:** Comprehensive plan – First draft of instructional design plan. Due by **March 25**
Module 7 **March 26 – April 8**	Research on visual and media literacy	**- Online meeting in SL to discuss course content and final assignment** On **March 27 - 7:00 PM EST** **-Discussion on copyright -** Due by **April 8** (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday) **-Project 7: Research on visual and media literacy:** Due by **April 8**
Module 8 **April 9 – April 30**	Comprehensive instructional design plan	**-Project 8:** Comprehensive plan – Final submission. Due by **April 23** **-Final course reflection -** Due by **April 30**
Note: Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.		