

## MEDT 7490-02: Visual and Media Literacy for Teaching and Learning, Fall 2018

### Instructor Information

**Instructor:** T. Logan Arrington  
**Class Meeting Time & Location:** Online  
**Office Location:** Education Annex, 141  
**Telephone (direct):** (678) 839-3937

**Online Hours:** Tu & W 2:00 – 4:00 or by appointment  
**Westga email:** logana@westga.edu  
**Skype or Google+ name:** logan.arrington

### Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

[24/7/365 D2L Help Center](#)  
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

[counseling@westga.edu](mailto:counseling@westga.edu)

### College of Education 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 change lives and contribute to the betterment of society.

### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (ISTE and AASL) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## 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**

### Texts, Readings, and Instructional Resources

#### Required Text(s):

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.*

#### Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

**Your final assignment requires you to submit to CourseDen and Tk20. Failure to comply with this requirement will result in a zero on the final assignment.**

#### 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

## 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 on CourseDen:

**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) ***OR*** **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). *This is a key assessment which must be submitted to Tk20 in addition to CourseDen.*

## Grading Information and Policy

Students are assessed in the following areas with the following tools:

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
<b>Project 1:</b> Creating meaning with images	40	checklist	At 11:59 PM
<b>Project 2:</b> Coding and decoding images	50	checklist	At 11:59 PM
<b>Project 3:</b> Comics, cartoons, and graphic novels in the classroom	50	checklist	At 11:59 PM
<b>Project 4:</b> Infographics, posters, and newsletters for learning	50	checklist	At 11:59 PM
<b>Project 5:</b> Redesign of instructional materials	50	checklist	At 11:59 PM
<b>Project 6:</b> Analysis of video commercials	50	checklist	At 11:59 PM
<b>Project 7:</b> Research on visual and media literacy	40	checklist	At 11:59 PM
<b>Project 8:</b> Comprehensive plan	75	rubric	At 11:59 PM
Final course reflection	10	checklist	At 11:59 PM
<b>Total points:</b>	<b>500</b>		

**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 for that assignment. 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](http://www.westga.edu/education/984_tk20_system.php)

Students will be graded using the following scale:  
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

## Course Policies

### Attendance Policy:

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. In order for me to verify that you're attending class (so you're not dropped from the course). You must complete the introductory assignments by the end of the "Start Here" module.

### Extra Credit:

Extra credit activities will not be provided.

**Late Work:**

Any assignments submitted after the due date without prior approval from the instructor will receive a five (5) point per day deduction.

**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

**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 and the checklist provided on CourseDen). 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. Your discussion responses should be reflective. 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

**Dual Submission and Academic Honesty:**

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.

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*.

## 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*

## UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

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](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

## Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

## 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](mailto:logana@westga.edu))
  - a. This email comes to my phone. If you need a prompt response, this is the best way to contact me.
2. CourseDen Email
  - a. I will check this email whenever I log into CourseDen. I usually login at least once or twice 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

- a. You can call my office number (6788393937). I am usually in my office most days from 10:00 AM to 4:00 PM, but I also am in meetings quite a bit. You can leave a message, but I'd encourage you to reach out via email if you'd like to schedule a time to talk.

**Network Etiquette:**

Communication in an online class takes special consideration. Please read the short list of tips 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 7-10 days to return assignments. I want to ensure that I can give detailed feedback to all students.

**Class Schedule Information (can be a separate document)**

Module/Dates	Topic	What's due?
<b>Start Here</b> <b>August 15 - 22</b>	Getting Acquainted and introduction to visual and media literacy	<ul style="list-style-type: none"> <li>● <b>Syllabus acknowledgement:</b> Due by <b>August 22</b></li> <li>● <b>Curriculum Vita/Introduction to the class:</b> Due by <b>August 22</b></li> <li>● <b>Create your wiki/weebly:</b> Due by <b>August 22</b></li> <li>● <b>Initial class quiz:</b> Due by <b>August 22</b></li> </ul>



<p><b>Module 1</b> August 20 – September 2</p>	<p>Creating meaning with images</p>	<ul style="list-style-type: none"> <li>• <b>Online welcome meeting August 21 @ 6:00 PM (Collaborate Ultra)</b></li> <li>• <b>Discussion on Chapter 1 <i>What you get is what you see</i> (Frey):</b> Due by <b>September 2</b> (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday)</li> <li>• <b>Project 1: Creating meaning with images -</b> Due by <b>September 2</b></li> </ul>
<p><b>Module 2</b> September 3 – 23</p>	<p>Coding and decoding images</p>	<ul style="list-style-type: none"> <li>• <b>Project 2: Coding and decoding images 1<sup>st</sup> phase (My story) -</b> Due by <b>September 9</b></li> <li>• <b>Project 2: Coding and decoding images 2<sup>nd</sup> phase (My sequence) -</b> Due by <b>September 16</b></li> <li>• <b>Project 2: Coding and decoding images 3<sup>rd</sup> phase (Review of Peer’s sequence) -</b> Due by <b>September 23</b></li> <li>• <b>Discussion dual coding theory –</b> Due by <b>September 16</b> (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday)</li> </ul>
<p><b>Module 3</b> September 24 - 30</p>	<p>Comics, cartoons, graphic novels,</p>	<ul style="list-style-type: none"> <li>• <b>Project 3: Comics, cartoons, and graphic novels -</b> Due by <b>September 30</b></li> <li>• <b>Video <i>Visual literacy in the classroom</i> discussion:</b> Due by <b>September 30</b> (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday)</li> </ul>
<p><b>Module 4</b> October 1 - 7</p>	<p>Infographics, concept maps and posters</p>	<ul style="list-style-type: none"> <li>• <b>Project 4: Infographics, posters, and newsletters -</b> Due by <b>October 7</b></li> <li>• <b>Submit topic for Assignment 7:</b> Due by <b>October 7</b></li> </ul>

<b>Module 5</b> <b>October 8 - 21</b>	Redesign of instructional materials following multimedia principles	<ul style="list-style-type: none"> <li>• <b>Discussion on Video in the classroom</b> – Due by <b>October 14</b> (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday)</li> <li>• <b>Formative Assessment</b> Due by <b>October 14</b></li> <li>• <b>Project 5: Redesign of instructional materials</b> - Due by <b>October 21</b></li> </ul> <p><b>Start working on your final assignment. Do not delay! Read the instructions located in Module 8</b></p>
<b>Module 6</b> <b>October 22 – 28</b>	Analysis of video commercials	<ul style="list-style-type: none"> <li>• <b>Project 6: Analysis of video commercials</b> - Due by <b>October 28</b></li> <li>• <b>Project 8: Comprehensive plan</b> – First draft of instructional design plan. Due by <b>October 28</b></li> </ul>
<b>Module 7</b> <b>October 29 - 18</b>	Research on visual and media literacy	<ul style="list-style-type: none"> <li>• <b>Online meeting to discuss course content and final assignment November 6 @ 6:00PM</b></li> <li>• <b>Discussion on copyright</b> - Due by <b>November 11</b> (Initial posting on or before Wednesday of that week. Remaining postings on or before Sunday)</li> <li>• <b>Project 7: Research on visual and media literacy</b>: Due by <b>November 18</b></li> </ul>
<b>Module 8</b> <b>November 19 – December 9</b>	Comprehensive instructional design plan	<ul style="list-style-type: none"> <li>• <b>Project 8: Comprehensive plan</b> – Final submission: Due by <b>December 2</b></li> <li>• <b>Final course reflection</b> - Due by <b>December 9</b></li> </ul>
<p><b>Note:</b> Dates may change at the instructor’s discretion: all changes will be posted in the News/Announcements section of CourseDen.</p>		

## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

### 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 through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

## Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

## Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)  
<http://uwgonline.westga.edu/students.php>  
[online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**  
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**  
<https://www.westga.edu/administrativ/vpaa/common-language-course-syllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability**  
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**  
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**  
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>