

MCMA 200: MEDIA AND INFORMATION LITERACY
College of Mass Communication and Media Arts
&
College of Library Affairs
Southern Illinois University
Spring 2018 Syllabus

Course Information

Semester Credit Hours: 3

Section Number: 950

Asynchronous online course, but online discussions will be held.

Course Website: <https://mycourses.siu.edu>

Instructor Information

1. Jennifer Horton, Science Librarian

Office Location: Morris Library 260D

Office Telephone: 618-453-2663

Office Hours: Tuesdays, 2:00pm-4:00pm (at the info desk); Thursdays, 8:00am-12:00pm (my office)

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2. Dr. Walter C. Metz, Professor, Department of Cinema and Photography

Office Location: COMM 1112

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Office Hours: Mondays, 8:30am-2:30pm

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Course Description:

Expanding beyond the ability to read and write, there are multiple types of literacy needed to be a successful citizen of the 21st Century. In a networked and media-saturated world, these expanded literacies are necessary to understanding and changing the world. Throughout the course, students will be actively engaged by the instructors to think and write critically about information and media in order to resist the corporate environment in which we all are hoped, assumed, and constructed to be passive consumers. This course will tip the balance in students' favor, empowering active learners who will become global producers of media and information.

Definitions:

Media Literacy is defined as “the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages. Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages.” (National Association for Media Literacy Education)

Information Literacy is a repertoire of understandings, practices, and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection. The repertoire involves finding, evaluating, interpreting, managing, and using information to answer questions and develop new ones; and creating new knowledge through ethical participation in communities of learning, scholarship, and practice. (Association of College and Research Libraries)

Goals for Student Learning:

By the end of this course, students will be able to...

1. Evaluate and be critical consumers of information and media.
2. Know their legal rights in relation to information and media, how these emerged in the U.S., and the structures of ownership.
3. Use critical thinking and problem solving skills to build an intellectual framework for discovering, using and evaluating information.

Required Materials:

Assigned readings as listed in the syllabus, provided on MyCourses/D2L.

Course Requirements:

You are expected to read all materials in preparation for the discussions. We recommend you take notes. We want you to complete each week with the ability to discuss the topics and make connections between them. Instructors from the colleges of Mass Communication and Media Arts and Library Affairs are working closely to create a cohesive picture of the current media and information landscape. It is up to you, however, to critically analyze and apply those ideas and topics to your life and bring that perspective to assignments.

Discussions:

Six of the weeks will have required online discussions. The discussions will be on MyCourses/D2L. You'll go to the discussion tab on MyCourses, which is under the Communication subhead. We'll have posted questions to the discussion thread to get you started. The discussion portion of MyCourses will show us how many comments you read, and will also show us the text of all of the comments you wrote. Your grade on the Discussion portion of the course will be based on these indicators of participation along with our evaluation of the quality of the comments.

Plagiarism:

The work you turn in must be your own. **Do not copy work and present it as yours for any quiz, assignment, or discussion.** Plagiarism is unacceptable and is punishable under the Student Conduct Code. Plagiarism includes (but is not limited to):

- Turning in the same work as someone else.
- Turning in work you previously completed for another class.
- Turning in all or part of a work you found on the internet.
- Not putting quotation marks around a quotation.
- Copying words or sentences without citing where you got the information.
- Making up a source, citation, or quote.
- Copying the sentence structure of a source even if you change the words.

Grading:

Assignment	Point Value Each	Total Point Value	Percentage
(9) Assignments uploaded to MyCourses/D2L	40	360	36%
(15) Quizzes 14 are worth 25 points 1 is worth 50 points	25 (14 quizzes) 50 (1 quiz)	400	40%
(6) Participation in Discussions on MyCourses/D2L	40	240	24%
Total		1000	100%

All Quizzes, Assignments, and Discussion posts are due by Sunday at 11:59pm, at the end of the week in which they are listed. For example all Week 1 assignments are due Sunday, January 21 by 11:59pm, all Week 2 assignments are due Sunday, January 28 by 11:59pm, etc.

No late work will be accepted in this course

This course will be using the plus/minus grading system. The following points and percentages are required for each grade level:

Grade	Points Needed	Percentage
A	930-1000	93-100%
A-	900-929	90-92.9%
B+	870-899	87-89.9%
B	830-869	83-86.9%
B-	800-829	80-82.9%
C+	770-799	77-79.9%
C	730-769	73-76.9%
C-	700-729	70-72.9%
D+	670-699	67-69.9%
D	600-669	60-66.9%
F	599 or below	59.9% or below

Course Schedule & Assignments

Martin Luther King, Jr. 's Birthday Holiday (no classes) 1/15/2018

Week 1: Begins Tuesday, 1/16

Topics: What is Information? What is Media?

To Do This Week:

Videos

1. Avoiding Plagiarism <https://vimeo.com/113978250>
2. What is Information? (D2L)
3. What is Media? (D2L)

Readings

1. Introduction MCMA 200 and your instructors (D2L)
2. Excerpt from Bush, V. (1945, July). As We May Think. *The Atlantic*. (D2L)
3. Data Never Sleeps 4.0 (2016) <https://www.domo.com/blog/data-never-sleeps-4-0/>

DUE SUNDAY 1/21 BY 11:59PM:

Quiz #1

Assignment #1: What is Media and Information Literacy?

Week 2: Begins Monday, 1/22

Topics: Information & Media Consumption

To Do This Week:

Videos

1. Media Consumption & Reception (D2L)
2. The Filter Bubble by Christina Heady (D2L)
3. First 6 minutes of Eli Pariser: Beware online "filter bubbles."
http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en#t-4833

Readings

1. Stuart Hall, "Encoding, Decoding" (D2L)
2. Who Controls Your Facebook Feed (*Slate*)
http://www.slate.com/articles/technology/cover_story/2016/01/how_facebook_s_news_feed_algorithm_works.single.html

DUE SUNDAY 1/28 BY 11:59PM:

Quiz #2

Discussion #1:

Is information on the WWW more or less credible than print media? Having read about the Deep Web, Invisible Web, and Filter bubbles, do you trust the information you receive in an Internet search?

Week 3: Begins Monday, 1/29

Topics: Consumption, Resistant Readings, and Participation

To Do This Week:

Video

1. Media Consumption & Participation (D2L)
2. Participatory Media (D2L)

Reading:

1. Jacqueline Bobo, “*The Color Purple*: Black Women as Cultural Readers” (D2L)
2. Henry Jenkins, “Scribbling in the Margins” (D2L)

DUE SUNDAY 2/4 BY 11:59PM:

Quiz #3

Assignment #2: Media Diet and Self Reflection

Week 4: Begins Monday, 2/5

Topic: Authorship & Cinema

To Do This Week:

Video

1. Authorship and Cinema (D2L)

Readings

1. Michel Foucault, “What is an Author?” (D2L)
2. Campbell, “I’ll Furnish the War” (D2L)

DUE SUNDAY 2/11 BY 11:59PM:

Quiz # 4

Discussion #2:

The most frequent question film scholars are asked by their students is: "Did Director X really mean what you said Film Y is about?" For example, the ending of *Star Wars: A New Hope* is a reconstruction of a Nazi propaganda film. George Lucas couldn't have meant that, but that doesn't mean this connection is not viable as a way of making meaning out of his film. At the heart of this matter is the 20th century philosophical dismantling of a simplistic theory of intent. In this week's discussion, we want you to reflect upon the complexity of authorship and meaning. When you say something, what is heard by the listener is not necessarily what you meant. Now subtract the direct contact between speaker and listener, and you have a massive problem. Once a film text leaves its creator's hands, it undergoes thousands of micro-transformations across cultures and time. In what ways are you not in control of our own meaning? How has meaning been assigned to you (via your gender, race, national origin)? What are the limits of authoring our own meaning, and how and why are they controlled? By whom? For what purpose?

Week 5: Begins Monday, 2/12

Topic: News Literacy & Media Ownership

To Do This Week:

Videos (News Literacy)

1. Nancy Franklin on Cognition & Audience Bias (Center for News Literacy)
<https://youtu.be/deSQIS0wA0M>

Readings (News Literacy)

1. Miller, A. C. (2016). "Confronting Confirmation Bias: Giving Truth a Fighting Chance in the Information Age" (D2L)
2. Judging The Credibility Of News In The Digital Age <http://thedianerehmshow.org/shows/2014-08-19/judging-credibility-news-digital-age>
3. "Fake or Real? How to Self-Check the News and Get the Facts" (NPR) <https://n.pr/2gzn5X6>
4. "Google made changes to its search algorithm that unintentionally made it vulnerable to the spread of fake news" <http://www.businessinsider.com/google-algorithm-change-fake-news-rankbrain-2016-12>

Videos (Media Ownership)

1. Media Ownership (D2L)
2. John Oliver on "Native Advertising" https://youtu.be/E_F5GxCwizc
3. TV Commercials Video Lecture (D2L)

Reading (Media Ownership)

1. Who owns what (Columbia Journalism Review Tool) <http://www.cjr.org/resources/index.php>
2. Jeremy Butler, "The Television Commercial" from *Television: Critical Methods and Applications* (D2L)

DUE SUNDAY 2/18 BY 11:59PM:

Quiz # 5

Assignment #3: TV Commercial Analysis

Week 6: Begins Monday, 2/19

Topic: Representations of Journalism in Film and TV

To Do This Week:

Videos

1. Representations of Journalism in Film and TV – Lecture Capture and associated clips (D2L)

Readings

1. Walter Metz, "Individual, Institution, Ideology" – an essay on Spotlight
2. Walter Metz, Three Days of the Candor – A Review of Truth

DUE SUNDAY 2/25 BY 11:59PM:

Quiz #6

Discussion #3:

At stake this week is the centrality of expertise in society. Is the good or bad journalism we see in movies the result of individuals, institutions, or larger ideological forces? What do we make of the fact that almost all disciplines are represented badly by film and TV? That is to say, the cynical presentation of journalists matches that of scientists (Dr. Frankenstein), lawyers, professors (arrogant, unreasonable, preying upon naive students). Why would films depict experts in such a negative light? What social consequences are there in not trusting experts?

Week 7: Begins Monday, 2/26

Topic: The Information Cycle

To Do This Week:

Videos

1. The Information Cycle by Christina Heady (D2L)
2. Peer Review in 3 Minutes (NCSU) - <https://www.lib.ncsu.edu/tutorials/peerreview/>
3. Evaluating Sources for Credibility (NCSU) - <https://www.lib.ncsu.edu/tutorials/evaluating-sources/>

Readings

1. Evaluating Sources – The Information Cycle (D2L)
2. NewsDiffs - <http://newsdiffs.org/>
3. How Fake News Goes Viral: A Case Study (Sapna Maheshwari) - https://www.nytimes.com/2016/11/20/business/media/how-fake-news-spreads.html?_r=0

DUE SUNDAY 3/4 BY 11:59PM:

Quiz #7

Assignment #4: The Information Cycle

Week 8: Begins Wednesday, 3/5

Topic: The Media and Your Health

To Do This Week:

Videos

1. Take a Closer Look: Media and Health (Healthy Families BC) - <https://www.youtube.com/watch?v=V06upKOrrNs>
2. How social media is affecting teens (The National) - <https://www.youtube.com/watch?v=7QWoP6jJG3k>

Readings

1. How Social Media Is a Toxic Mirror (Rachel Simmons) - <http://time.com/4459153/social-media-body-image/>
2. How Mental Illness is Misrepresented in the Media: Insidious portrayals on TV shape perceptions about real-life people with psychological disorders (Kirstin Fawcett) - <http://health.usnews.com/health-news/health-wellness/articles/2015/04/16/how-mental-illness-is-misrepresented-in-the-media>
3. Study: MTV's '16 and Pregnant' led to fewer teen births (Jacque Wilson) - <http://www.cnn.com/2014/01/13/health/16-pregnant-teens-childbirth/index.html>

DUE SUNDAY 3/18 BY 11:59PM:

Quiz #8

Assignment #5: The Unplugging Exercise

Spring Break (no classes) 3/12/18-3/15/18

Week 9: Begins Monday, Monday, 3/19

Topics: Science Literacy and the Media

To Do This Week:

Videos

1. Scientific Literacy (Neil deGrasse Tyson) - <https://vimeo.com/88193574>
2. How To Read Science News - <https://youtu.be/LHew7MqP4UM>
3. Scientific Studies (Last Week Tonight with John Oliver) - <https://youtu.be/0Rnq1NpHdmw>

Readings

1. “Why Do Many Reasonable People Doubt Science” by Joel Achenbach - <http://ngm.nationalgeographic.com/2015/03/science-doubters/achenbach-text>
Note: if this link does not work, the same article can be found at the following link with a different title, but the exact same text:
<https://login.proxy.lib.siu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=108430329&site=eds-live&scope=site>
2. Policy: Twenty tips for Interpreting Scientific Claims: <http://www.nature.com/news/policy-twenty-tips-for-interpreting-scientific-claims-1.14183>
3. “The Scientific Method Isn’t Just for Scientists” by Joyce Maroney - <http://www.workforceinstitute.org/blog/scientific-method-isnt-just-scientists/>

DUE SUNDAY 3/25 BY 11:59PM:

Quiz #9 (worth 50 points)

Week 10: Begins Monday, 3/26

Topics: Bridging the Two Cultures (between hard sciences and the arts/humanities)

To Do This Week:

Videos

1. Bridging the Two Cultures lecture capture and associated clips (D2L)

Readings

1. Gardner and Young, “Science on TV: A Critique” (D2L) (Required)
2. Walter Metz, “Atomic Animals” (D2L) (Recommended)
3. Walter Metz, “The Avant-garde Among the Animals” (D2L) (Recommended)
4. Walter Metz, “Bridging the Two Cultures” (D2L) (Recommended)
5. Walter Metz, “In Search of ... a Third Culture” (D2L) (Recommended)

DUE SUNDAY 4/1 BY 11:59PM:

Quiz #10

Discussion #4:

What do you think of the quality of science information delivered on the news, on other television shows, and/or in the movies? Is the case of Carl Sagan unique? Have a look on YouTube at the remake by Neil deGrasse Tyson. Is this better, worse, or the same as Sagan's version of Cosmos? If Sagan's motivating force was the politics of nuclear winter, what might Tyson's have been? Is Tyson a political defender of science? Why or why not? What do you make of the Trump Administration's denial of climate change? What would "Uncle Carl" have had to say about that?

Week 11: Begins Monday, 4/2

Topics: Privacy & Surveillance

To Do This Week:

Videos

1. The Privacy Ultimatum (D2L)
2. United States of Secrets Part 2: <http://video.pbs.org/video/2365251169/>

Readings

1. The Right to be Let Alone – development of legal right of privacy (D2L)
2. Greenwald, G. (2014). "The Harm of Surveillance". *No place to hide: Edward Snowden, the NSA, and the U.S. surveillance state*. New York: Metropolitan Books. /content/enforced/210224-27999.201520/Greenwald_No_Place_to_Hide.pdf
3. 4 Simple Changes to Stop Online Tracking (Electronic Frontier Foundation): <https://www.eff.org/deeplinks/2012/04/4-simple-changes-protect-your-privacy-online>
4. Know Your Rights Guide (Electronic Frontier Foundation): <https://www.eff.org/document/know-your-rights>

DUE SUNDAY 4/8 BY 11:59PM:

Quiz # 11

Assignment #6: Data Privacy Analysis

Week 12: Begins Monday, 4/9

Topics: Copyright & Intellectual Property

To Do This Week:

Video

1. What is Copyright (D2L)
2. The Bundle of Rights (D2L)
3. 2 Live Crew Parody – watch parody that led to Supreme Court case then read the case: https://www.youtube.com/watch?v=65GQ70Rf_8Y

Readings: Intellectual Property and Copyright Law

1. Copyright Basics FAQ (Stanford University Libraries) <http://fairuse.stanford.edu/overview/faqs/copyright-basics/>
2. What is subject to copyright? (Legal Information Institute, Cornell Law) <https://www.law.cornell.edu/uscode/text/17/102>
3. Copyright, the "bundle of rights" (Legal Information Institute, Cornell Law) <https://www.law.cornell.edu/uscode/text/17/106>

4. Exceptions to copyright: Fair Use (Legal Information Institute, Cornell Law)
<https://www.law.cornell.edu/uscode/text/17/107>
5. Harper & Row v. Nation Enterprises – Case Summary (copyright.gov)
6. Campbell v. Acuff-Rose Music – Case Summary (copyright.gov)

DUE SUNDAY 4/15 BY 11:59PM:

Quiz # 12

Discussion #5:

What do you think about copyright laws? Do they protect free expression or inhibit it? Can you think of any examples of copyright infringement or parody -- like either the 2 Live Crew case, the Blurred Lines case, or the Ford/Nixon/The Nation case?

Week 13: Begins Monday, 4/16

Topics: Attribution Decay & Remix Culture

To Do This Week:

Video:

1. Attribution Decay (D2L)

Readings:

1. Bump's "BuzzFeed's "Happiest Facts of All Time" Were Mostly Plagiarized from Reddit" and "Fact into Fiction" <http://www.theatlantic.com/business/archive/2013/03/buzzfeeds-happiest-facts-all-time-were-mostly-plagiarized-reddit/317576/>
2. "Remix Everything: Buzz Feed and the Plagiarism Problem" <http://gawker.com/5922038/remix-everything-buzzfeed-and-the-plagiarism-problem>

Video:

1. Intertextuality and Remix Culture (D2L)

Readings:

1. Lawrence Lessig, "Introduction" to *Remix* (D2L)
2. Douglas Rushkoff, "Purpose: Program or Be Programmed" (D2L)

DUE SUNDAY 4/22 BY 11:59PM:

Quiz # 13

Assignment # 7: Intertextuality Assignment

Weeks 14: Begins Monday, 4/23

Topic: Gender & Media

To Do This Week:

Video:

1. Gender and Media Lecture Capture (D2L)

Reading:

1. Myrna Hant, "Television's Mature Women" (D2L)
2. Fairfield-Artman, Lippard, and Sansom, "Bewitched: The 1960s Sitcom Revisited" (D2L)
3. Tania Modleski, excerpts from *Loving with a Vengeance* (D2L)

DUE SUNDAY 4/29 BY 11:59PM**Quiz # 14****Assignment #8: Gender & Media****Week 15:** Begins Monday, 4/30**Topic: Unpacking Privilege****To Do This Week:****Videos:**

1. Cinema and White Privilege (D2L)
2. Identity & the Internet (D2L)

Readings:

1. Peggy McIntosh "Unpacking the Invisible Knapsack" (D2L)
2. Gina Crosley-Corcoran "Explaining White Privilege to a Broke White Person"
<http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person>
3. Editors Are Trying To Fix Wikipedia's Gender And Racial Bias Problem (2015)
http://www.huffingtonpost.com/2015/04/15/wikipedia-gender-racial-bias_n_7054550.html
4. The "average Wikipedian"
https://en.wikipedia.org/wiki/Wikipedia%3ASystemic_bias#The_.22average_Wikipedian.22

DUE SUNDAY 5/6 BY 11:59PM**Quiz # 15****Discussion #6:**

Before the discussion make sure you have read Peggy McIntosh's article on Unpacking the Invisible Knapsack and view Walter Metz's video. McIntosh says that the opposite of prejudice is privilege. Pick two or three of her examples of privilege to discuss. Also think about the concepts of critical race theory and whiteness studies that Prof. Metz discusses.

Finals Week: Begins Monday, 5/7**Topic: Final Review****To Do This Week:****DUE TUESDAY 5/8 BY 11:59PM: (Please Note the work this week is due on Tuesday and not the regular Sunday due date)****Assignment #9: Final Course Reflection**

SIU's Building Emergency Response Protocols

University's Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program.

Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Students With a Disability:

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:

During the spring semester we have a **Storm Drill**.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to **be quiet in the basement** as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:

During the fall semester we have a **Fire Drill**.

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat:

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will

not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.

Shooter in the Building:

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

Earthquake:

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Rave Mobile Safety Alert System:

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to hrss.siu.edu (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/Defibrillator and First Aid Class:

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, lavong@siu.edu or call 453-7473.

Women's Self Defense Classes are offered to female students, faculty, and staff by the Department of SIU Public Safety. For more information contact Officer Mary Stark marys@dps.siu.edu.