

What can you expect from me? I will treat you with dignity and respect, especially in cases where a difference of opinion arises. Communication can be tricky though, particularly as I have mannerisms and humor from another part of the world, so sometimes signals get crossed.



Also, keep in mind that some discomfort is inevitable because the goals of higher education include exposing you to new ideas, having you question beliefs you have taken for granted and grappling with problems you have never considered. **You are welcome to disagree with me and/or your classmates, but everyone is expected to participate respectfully.**

My goal is to help you learn the content of the course, as well as develop the skills of critical thinking, critical writing and reading, and critical digital literacy. In order to do this, I will challenge you to dig deep and we won't always agree and that's ok.

Please do not hesitate to talk to me about any issues that arise.

Our weekly schedule looks like this . . .

Monday	Tuesday	Wednesday	Thursday	Friday
Assignments should be submitted by midnight	Class meets on Google Meet 11.00-12.20pm (link is on Google Classroom home page)		Class does NOT meet Use this time to work on assignments	

You should know that I am committed to your success (however differently we may conceptualize success). I value cooperative and collaborative learning, knowing that you have much to contribute. I also value your best effort but recognize that no one can bring their best effort to every assignment or to every day. You can expect me to bring my best effort also. This means I will be prepared to facilitate your learning, listen to you and talk to you (rather than at you). But just like you, it is unlikely that I can bring my best to every single interaction (though I shall try my best).

Looking forward to a great semester,

Dr. Natasha Casey

p.s. call me Natasha, or if you are not comfortable with this, Professor Casey or Dr. Casey and use she/her when speaking about me

p.p.s. For my own work life balance and mental health, I do not check email or Google Chat on weekends (unless there is an emergency, in which case, please do contact me)

What else do you need to know about this class?

Teaching Assistant

Hannah Nicholas (communications major, also, Spanish major!) is my teaching assistant. She will join us for class sometimes. Hannah took this course last year and will be available to help you too. (Hannah.nicholas@blackburn.edu).

My Online (Google Meet) Student Office Hours – These Are For You!

Drop by at these times to chat about whatever you like . . .

- Mondays 10.00-11.00am
- Wednesdays 1.00-2.00pm

If these times don't work for you, we can figure out a time that does.



I'll do my best to . . .

1. Grade your assignments in a timely manner (7-10 days)
2. Respond to emails within 48 hours (except on weekends)
3. Regularly give you feedback on assignments and update your grade in the portal

Academic Honesty: Plagiarism is borrowing another's words/ideas and passing them off as your own by failing to use quotation marks, adequate paraphrasing, or proper citation, or having someone else do your assignments for you. If evidence of plagiarism is found, you will receive a zero on the assignment, possibly an F in the course, and it will be formally reported to the Provost. If you are unsure about what constitutes plagiarism, please talk to me. Blackburn's detailed plagiarism policy can be found in your "B Book". **Lack of proper citation is the most common type of plagiarism in my experience. Use quotation marks and cite your sources in all written, visual and aural assignments.**

Course Objectives:

1. Recognize the construction of media and information messages as a social process, rather than accepting texts as neutral or transparent conveyors of information.
2. Analyze languages, genres, codes, and conventions of various mediums of communication (digital, visual, print-based, etc.).
3. Explore the roles audiences play in actively negotiating meanings and how audiences contribute to positioning themselves in the meaning-making process.
4. Examine the process of representation to uncover and engage issues of bias, point of view, ideology, omission, aesthetics, power, privilege, and pleasure in the content of the text and the influence of the medium.
5. Study the institutions and systems that motivate and structure media and information.
6. Question media and information about issues of representation because they have impact and influence, yet many effects are long-range and difficult to prove. Since media and information do not operate in isolation from the world around them, some people and groups benefit more than others from media and information messages.²

² Adapted with permission from <http://www4.uwm.edu/schedule/syllabi/215249872.pdf> and http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/media_and_information_literacy_curriculum_for_teachers_en.pdf

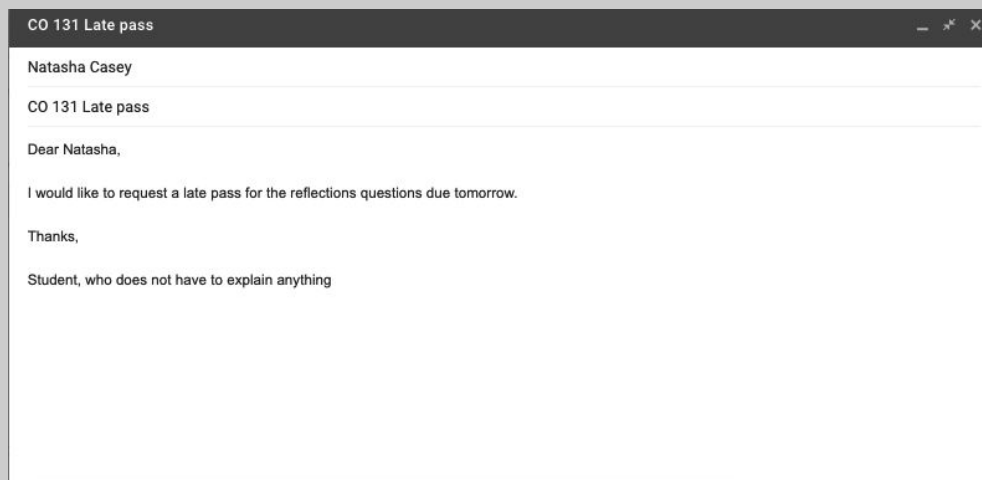
What if you miss an assignment or class?

Life is complicated and college is not always the most important thing happening in it. In recognition of this, you have **3** assignment late passes (see below) and can miss **2** class periods – please use these as you need to.

How Do Late Passes Work?

To use a late pass:

Email me **before** the assignment is due. You do not have to say why you are asking for the late pass. Your request will be approved as long as you have a late pass remaining.



Turn in the assignment within **1 week of the due date** with a note that it is being submitted with a late pass (this is to remind me as I have 50 students this semester!). Because of the short period of time between the end of the semester and when grades are due, a late pass cannot be used on any assignment due in DIPS (finals).

Assignments (detailed assignment guidelines are posted in Google Classroom)

- **Student Survey:** To help me get to know you a little better - **3%**
- **Syllabus Annotation:** The class will annotate the syllabus together, in order to share findings and learn from each other - **5%**
- **Media Journal:** Can take the form of a comic, graphic novel, video, digital scrapbook, written journal (or pitch me another idea). Your journal should include detailed reflections on assigned readings, videos, podcasts, etc. You will turn this in three times over the course of the semester. We will discuss additional guidelines in class - **30% (10% each)**
- **Discussion Board Takeaways:** Most weeks you will contribute to the group discussion board (on Google Docs) by noting at least one observation about each assigned reading, video, podcast, etc. You should also respond (i.e. annotate) to at least two other people's takeaways (change up who you respond to each time!). Observations can be written, visual (meme/gif, drawing, etc.) or aural (audio clip) but also need to be varied (i.e. don't post a meme every week!) - **40% (5% each)**
- **Course Reflection Paper OR Media Production:** We will discuss guidelines in class - **17%**

- **Participation Self Evaluation:** You will self-evaluate your participation in this course (see page 8) - **5%**

STUDENT SUPPORT SERVICES



We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of these things, please talk with me or with the **Interim VP of Student Affairs & Campus Equity Jarrod Gray** (jarrod.gray@blackburn.edu - 217-854-5582). Together we can work to make sure those needs are met. You can also anonymously request toiletries/hygiene items and basic food (ramen, granola bars, soups, popcorn, fruit snacks) via the **Basics Bins Program** at Blackburn via https://blackburncollege.formstack.com/forms/basic_bins_item_request. A package will be placed in your mailbox with the requested items.

The purpose of **Counseling Services** "is to create a healthy, supportive, safe and welcoming environment for students, faculty and staff. All services are confidential, compassionate and inclusive in order to sustain health and well-being. We believe that everyone, no matter whom, deserves an advocate. Talking to a professional does not mean that you are crazy, broken, defective or weak. It just means that you have taken an action to help yourself with a specific issue happening in your life. It takes courage to do that". Counseling Services include individualized counseling, crisis intervention, mindfulness based stress reduction and virtual counseling. Contact **Director of Counseling Services Tim Morenz** (tim.morenz@blackburn.edu - 217-854-5759) or **Jenny Langley** (jenny.langley@blackburn.edu) - hours are

available by appointment and often on the same day.

The Lumpkin Student Success Center (SSC) - open Monday-Thursday noon-9pm, Friday noon-5pm and Sunday 3-11pm - provides a variety of academic and social support services, such as tutoring, counseling, research assistance, library services, disability services, academic accommodations, and academic success coaching. The SSC includes Blackburn's campus writing center, **The Writer's Block**, which assists students in identifying and addressing personal writing challenges at any stage in the writing process - from brainstorming, composing, organizing, revising and proofreading - through respectful and challenging peer discussion. Students enrolled in any course are welcome to drop by. Also located in Lumpkin is **Rachel Stull** (Rachel.stull@blackburn.edu) - both she, **Student Success Coaches**, and **Academic Resource Assistants** are available to provide academic and social support. Please email lssc@blackburn.edu if you need a paper printed or book checked-out when the SSC is closed from 8AM-12PM Monday-Friday. We will schedule a time for you to pick up your items.

Regardless of whether or not you have a documented disability, please talk to me about ways we can make this class work for you, especially if you struggle with anything in the class (such as generating ideas, writing, reading, concentration, time-management, or anxiety over succeeding).

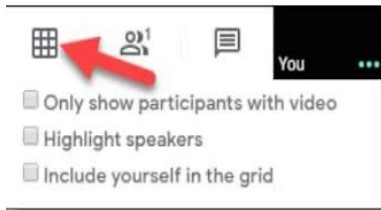
If you are a student with a documented temporary or ongoing disability in need of **Disability Accommodations**, please contact **Rachel Stull** (rachel.stull@blackburn.edu - 217-854-5623 - Lumpkin 104) for confidential assistance. Students who have made a request for an accommodation that has been reviewed and approved by the **Lumpkin Student Success Center Director** (that's Rachel!) will receive an official accommodation letter, which should be delivered to the instructor or supervisor, as soon as

possible. Disabilities may include, but are not limited to: Medical, Psychological, Learning, Mobility, Sensory (including Autism), etc. Accommodations are based upon underlying medical and/or cognitive conditions and could include an academic or workplace adjustment.

Technology & Contact Information



- Google Classroom - Main Platform
- Google Drive - Store Your Work
- Google Chat - For Quick Questions & Answers
- Google Calendar - Meeting & Assignment Dates
- Gmail Meet - Videoconference Tool



[Google Meet Grid View](#)
(Free add-on that lets you see everyone at once)



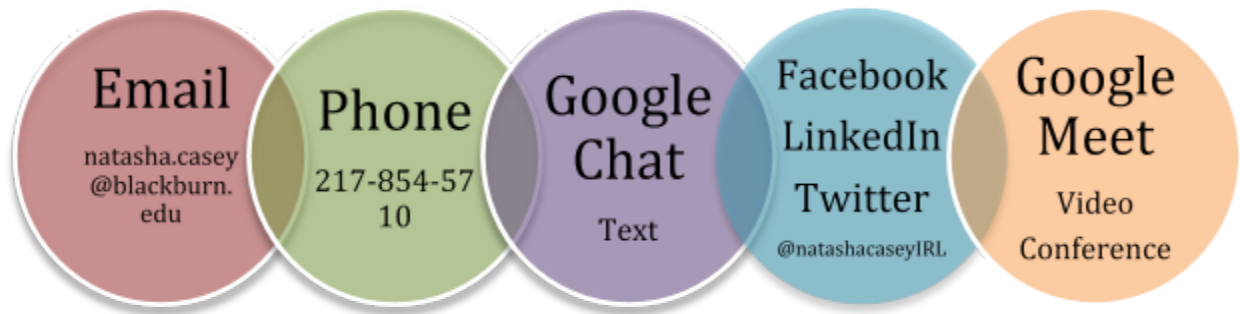
Free [Add-on](#) to record your screen & powerpoint/images



G Suite Apps
(download Google classroom, chat, calendar, & other apps to your phone for easy access)

Check out this [resource](#) for tons of help using Google Classroom, Slides, Drive, Meet and more!

If you have any issues with accessing a laptop or other device with internet access, please let me or Lumpkin Student Success Center Director Rachel Stull (rachel.stull@blackburn.edu - 217-854-5623 - Lumpkin 104) know asap. We can help you!



PARTICIPANTS NEEDED



An effective course depends upon the involvement of all its members. For this reason, your regular, active participation is crucial to our success.

Online discussion and communication can be challenging, especially without the benefit of non-verbal clues and cues (facial expressions, tone, etc.) we may struggle to process comments or engage in dialogue.

Here are some things you can do to engage in meaningful online conversations:

Actively Listen - take notes, jot down ideas and questions, just as you do in an offline class.

Inquire – ask for more details about an idea. This helps give you a better sense of another person’s perspective. Respond to inquiries posed by others. Ask thoughtful questions.

Connect – make a connection between something a classmate says or writes and your own experiences, interests and opinions. Point to difficult or interesting passages in the material.

Challenge – respectfully question or challenge a point of view or idea someone else has.

Reflect – on your identity,³ life context and experiences that influence the way you see things or respond to ideas.

During the last week of class, you will submit a self-evaluation of your participation. In 350-500 words or a 3-4 minute screencast, analyze your performance in relation to the expectations outlined above and include an estimation of the participation grade you feel you have earned.⁴

Although our class will meet weekly on Google Meet, **you do not have to turn your video on.** I would prefer to see you but I also know there are lots of valid reasons should you choose to keep it off.

Please don’t mute yourself – unless there is background noise that might disrupt the meeting. I want you to participate!

Common causes of audio echo or feedback in a Google Meet meeting:

- A participant has both the computer and telephone audio active
- The speakers on participants' computers or telephones are too close to each other. If your mic is picking up noise from your speakers, put on headphones to eliminate the echo.
- There are multiple computers with active audio in the same room



***Please ask permission of me and your classmates if you want to screenshot the class, especially if you plan to post on social media.**

³ Adapted with permission from [Dr. Theresa Redmond](#)

⁴ Adapted with permission from [Dr. Rebecca S. Bravard](#)

DATE	MEET ONLINE?	TOPIC	ASSIGNMENTS DUE
Tues Aug 25	11.00am Google Meet (link is on Google Classroom page)	Intros / Technology / Student Survey / Class Guidelines	None
Thurs Aug 27	No, but . . .	Work on student survey & ensure tech is working, apps are downloaded, etc.	Familiarize yourself with Google Classroom & Google Suite – see resource link on syllabus - Student Survey due midnight on Monday Aug 31
Tues Sept 1	11.00am Google Meet	Troubleshoot any issues (tech, etc.) / Introduce & start work on syllabus annotation / Introduce Discussion Board Assignment	None
Thurs Sept 3	No, but . . .	Continue work on syllabus annotation / Procrastination & Laziness	- Syllabus Annotation due by midnight on Monday Sept 7 - Read Why you procrastinate - Read Laziness does not exist but unseen barriers do - Post to Discussion Board by midnight on Monday Sept 7
Tues Sept 8	11.00am Google Meet	Discuss syllabus & readings / Introduce Media Journal Assignment	None
Thurs Sept 10	No, but . . .	What is Media & Information Literacy?	- Read Media & Information Literacy: An Introduction by UNESCO - Read Media & Information Literacy: Evaluating & Using Info & Media Content by UNESCO - Post to Discussion Board by midnight on Monday Sept 14 - Continue work on media journal
Tues Sept 15	11.00am Google Meet	Discuss readings / Media Mindfulness - How Much Time & Money? / Crash Course	- Continue work on media journal
Thurs Sept 17	No, but . . .	Media & Information Literacy - Five Key Concepts	- Read Five Key Concepts for Analyzing Media Messages Online and Offline - Post to Discussion Board by midnight on Monday Sept 21 - Continue work on media journal
Tues Sept 22	11.00am Google Meet	Analyzing Media / Media Codes / The Language of Media	- Continue work on media journal
Thurs Sept 24	No, but . . .	Work on Media Journal	- Upload Media Journal to Google Classroom by midnight on Monday Sept 28
Tues Sept 29	11.00am Google Meet	Advertising & Propaganda / Crash Course / Corporate Ownership of Media & Information	- Continue work on media journal

Thurs Oct 1	No, but . . .	Representation in the media	<p>Watch: Representation: An Introduction Read: Representation (first 5 pages only!) Watch: The evolution of black representation in film - Post to Discussion Board by midnight on Monday Oct 5 - Continue work on media journal</p>
Tues Oct 6	11.00am Google Meet	Discuss representation in the media / One on one check ins	None
Thurs Oct 8	No, but . . .	Discuss representation in the media / One on one check ins	<p>Read What tech giants do with your data? Watch Terms & Conditions May Apply - Post to Discussion Board by midnight on Monday Oct 12 - Continue work on media journal</p>
Tues Oct 13	11.00am Google Meet	Discuss readings & film Algorithms / Privacy / Surveillance / Data Mining / Terms & Conditions / Filter Bubbles	- Continue work on media journal
Thurs Oct 15	No, but . . .	Learn about participatory culture & prosocial uses of media	<p>Watch Henry Jenkins on Participatory Culture Read YouTube Show restored faith humanity Read Promoting empathy social justice online - Post to Discussion Board by midnight on Monday Oct 19 - Continue work on media journal</p>
Tues Oct 20	11.00am Google Meet	Discuss participatory culture, prosocial uses of media & the healing power of video games	None
Thurs Oct 22	No, but . . .	Work on Media Journal	<p>- Upload Media Journal to Google Classroom by midnight on Monday Oct 26 - Create a Wikipedia account</p>
Tues Oct 27	11.00am Google Meet	Should Students use Wikipedia?	- Continue work on media journal
Thurs Oct 29	No, but . . .	Do We Have to Talk about "Fake News"? / Fiskkit	<p>Read How to Adjust Your "Brights" to See Through the Fog of "Fake" News Create a Fiskkit account - Post to Discussion Board by midnight on Monday Nov 2 - Continue work on media journal</p>
Tues Nov 3	11.00am Google Meet	Fake News / Fiskkit	None
Thurs Nov 5	No, but . . .	Learn about open access media & information / remixing	<p>Read Guerilla open access manifesto Read Free digital textbooks versus purchased commercial textbooks Watch Laws that choke creativity Watch Embrace the Remix - Post to Discussion Board by midnight on Monday Nov 9 - Continue work on media journal</p>

<i>Tues Nov 10</i>	<i>No, but . . .</i>	<i>Discuss Readings/Videos / Introduce Final Project</i>	<i>None</i>
<i>Thurs Nov 12</i>	<i>No, but . . .</i>	<i>Start work on Final Project</i>	<i>- Continue work on Media Journal</i>
<i>Tues Nov 17</i>	<i>11.00am Google Meet</i>	<i>Final Project Troubleshooting</i>	<i>- Continue work on Media Journal</i>
<i>Thurs Nov 19</i>	<i>No, but . . .</i>	<i>One on one check ins / draft feedback</i>	<i>- Upload Media Journal to Google Classroom by midnight on Monday Nov 23</i>
<i>Tues Nov 24</i>	<i>11.00am</i>	<i>One on one check ins / draft feedback</i>	<i>Continue work on Final Paper/Production</i>
<i>Thurs Nov 26</i>	<i>No, but . . .</i>	<i>Enjoy Thanksgiving!</i>	<i>None</i>
<i>Tues Dec 1 - Fri Dec 4</i>	<i>DIPS tba Google Meet</i>	<i>Final Project Discussion / Class Wrap Up</i>	<i>Course Reflection Paper/Production Due</i>