

George Mason University
College of Education and Human Development
M.Ed. in Curriculum & Instruction
Secondary Education (SEED) Program

EDCI 617 (Section 001) Using Digital and Popular Culture Media With Grades 4-12 3 Credits, Fall 2021 Asynchronous Course via Blackboard

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

Exposes students to recent knowledge on how middle and high school teachers can use digital media and popular culture texts to engage students in subject area learning or literacy development. Focus is on grades 4-12. Offered by School of Education. May not be repeated for credit.

Course Overview

The content of this course surveys three distinct areas within contemporary education: digital literacy, media literacy, and popular culture. The course introduces ideas, problems, principles, and practices related to these three areas and provides opportunities to apply these ideas in designing curriculum and instructional material for early adolescent and young adult learners at the intermediate, middle, and high school level. Particular focus is on making connections with digital literacy, media literacy, and popular culture within secondary education subject matter.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Zoom and the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

The course will be taught through a variety of activities to support the development of your teacher research projects involving: whole class and small group discussions, group, pair and group work, online work, and through dialogue and reflections of/in practice. Individual and group consultations are also built into the course design. It is expected that students will read and engage with materials for each week that aim to synthesize students' understanding of the knowledge base of research on digital literacy, media literacy, and popular culture within secondary education.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers. To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students are encouraged to use headphones and/or a headset microphone for use with Zoom.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. In addition, students must log-in for any scheduled online meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

Upon completion of this course, the students will:

- explore contemporary trends on the knowledge base of digital literacy, media literacy, and popular culture in education,
- consider multiple perspectives for implementing this knowledge base in one’s teaching,
- engage with tools, resources, concepts, and approaches of digital literacy, media literacy, and popular culture that attend to issues of diversity and individual differences,
- learn to develop and advance learners’ digital, media, and popular culture literacies, and
- continue to improve writing and presentation skills as teachers with opportunities to design curriculum and instructional material related to digital literacy, media literacy, and popular culture.

Required Texts

Note that students are not required to purchase any texts this semester. We will read various articles and chapters as well as reports, websites, and the viewing and listening of audiovisual material. All assigned readings, however, will be made available as PDFs accessible via Blackboard. Readings are subject to change with instructor notice to the class.

Course Performance Evaluation, Assignments, and Grading

Students are expected to submit all assignments on time via Blackboard.

<i>Assessment</i>	<i>Point Value</i>	<i>Due Date</i>
Weekly Participation	60	4 points earned each week
Digital Literacy Artifact	60	Monday, October 4, 8:00 AM
Media Literacy Artifact	60	Monday, November 1, 8:00 AM
Popular Culture Artifact	60	Monday, December 6, 8:00 AM

- **Weekly Participation (60 points; 25% of final grade):** Each week students will create a short response, handout, post, or idea to share with classmates on Blackboard that relates the week’s skill to their own subject matter content area. These are small, brief “exit ticket” activities that vary each week. 4 points is earned each week for each activity (automatically earned during “off” weeks in Week 1 and Week 14).
- **Digital Literacy Artifact (60 points; 25% of final grade):** Students will develop, design, and create an artifact that demonstrates an understanding of principles of digital literacy and is applied to an educational topic, problem, or specific use related to the student’s subject matter and/or disciplinary area of teaching.

- **Media Literacy Artifact (60 points; 25% of final grade):** Students will develop, design, and create an artifact that demonstrates an understanding of principles of media literacy and is applied to an educational topic, problem, or specific use related to the student’s subject matter and/or disciplinary area of teaching.
- **Popular Culture Artifact (60 points; 25% of final grade):** Students will develop, design, and create an artifact that demonstrates an understanding of popular culture relevant for adolescent learners. The project must be applied to an educational topic, problem, or specific use related to the student’s subject matter and/or disciplinary area of teaching.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Date	Class Topic & Task Due	Tasks to Complete During This Module
1	8/23-8/29	Introduction to course	1. Review syllabus 2. Watch course introduction video
2	8/30-9/5	Defining <i>digital, media,</i> and <i>popular culture</i>	1. Read and view materials for Week 2 2. Share introductory video
3	9/6-9/12	Digital Literacy Skill 1: Creating Online Community, Culture, and Citizenship	1. Read and view materials for Week 3 2. Share online culture example
4	9/13-9/19	Digital Literacy Skill 2: Evaluating Digital Information	1. Read and view materials for Week 4 2. Share teaching activity to evaluate digital information
5	9/20-9/26	Digital Literacy Skill 3: Using Online Sources	1. Read and view materials for Week 5 2. Share online culture example
6	9/27-10/3	Digital Literacy Skill 4: Understanding Copyright, Creative Commons, and Public Domain	1. Read and view materials for Week 6 2. Complete “Digital Pitfalls” Quiz *Digital Literacy Artifact due by 8:00 AM Monday, October 4
7	10/4-10/10	Media Literacy Skill 1: Understanding Media Forms	1. Read and view materials for Week 7 2. Share media connections guide
8	10/11-10/17	Media Literacy Skill 2: Questioning Media Content	1. Read and view materials for Week 8 2. Share media analysis activity

9	10/18-10/24	Media Literacy Skill 3: Constructing Knowledge with Media	1. Read and view materials for Week 9 2. Share knowledge construction idea
10	10/25-10/31	Media Literacy Skill 4: Creatively Communicating with Media	1. Read and view materials for Week 10 2. Share creative communication idea *Media Literacy Artifact due by 8:00 AM Monday, November 1
11	11/1-11/7	Popular Culture Skill 1: Learning through Wonder	1. Read and view materials for Week 11 2. Share popular culture example that teaches through wonder
12	11/8-11/14	Popular Culture Skill 2: Learning through Recognition	1. Read and view materials for Week 12 2. Share popular culture example that teaches through recognition
13	11/15-11/21	Popular Culture Skill 3: Learning through Critique	1. Read and view materials for Week 13 2. Share popular culture example that teaches through critique
14	11/22-11/28	No New Content This Week University Thanksgiving Recess	None
15	11/29-12/5	Popular Culture Skill 4: Learning through Change	1. Read and view materials for Week 15 2. Share popular culture example that teaches through change *Popular Culture Artifact due by 8:00 AM Monday, December 6

December 6 through December 15 are scheduled as Reading Days and Final Exam Days for the University. No class sessions are held during this time.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.