

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

EDCI 617 (Section: DL2) Using Digital and Popular Culture Media With Grades 4-12  
3 Credits, Fall 2022  
Asynchronous Course via Blackboard

**Faculty**

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**Prerequisites/Co-requisites**

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, guest speakers, interactive lesson sessions, 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](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](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 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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.

- 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. Those unable to come to a Mason campus can meet 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

This course is designed to enable students to do the following:

- 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.

### Professional Standards

Not applicable.

### 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

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 3rd at 8:00 AM
Media Literacy Artifact	60	Monday, November 7 at 8:00 AM
Popular Culture Artifact	60	Friday, December 2nd at 11:59 PM

- **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 the “off” week in 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.
- **Grading**

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70%

### Professional Dispositions

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

### Class Schedule

Week	Date	Class Topic	Tasks to Complete During this Module
1	8/22-8/28	Introduction to the course  Defining digital, media, and popular culture	<ol style="list-style-type: none"> <li>1. Review syllabus</li> <li>2. Add to the class word cloud</li> <li>3. Watch course introduction video</li> <li>4. Post a video introduction of yourself (name, subject matter/grade, what interested you in this course, what you hope to learn)</li> </ol>

Week	Date	Class Topic	Tasks to Complete During this Module
2	8/29-9/4	Storytelling for Social Justice – What are the stories we tell?	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 2</li> <li>2. Conduct an audit of the digital media you consume and share your reflections</li> </ol>
3	9/5-9/11	Digital Literacy: Creating Online Community, Culture, and Citizenship	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 3</li> <li>2. Share reaction post</li> <li>3. Share a lesson idea/outline for online culture</li> </ol>
4	9/12-9/18	Digital Literacy: Evaluating Digital Information	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 4</li> <li>2. Share reaction post</li> <li>3. Share a lesson idea/outline for evaluating digital information</li> </ol> <p><b>Optional:</b> Attend Teach the Black Freedom Struggle Online Class on <a href="#">Black Freedom on Native Land</a> (September 12th)</p>
5	9/19-9/25	Digital Literacy: Navigating Website Creation, Blogs, and Graphic Design Tools	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 5</li> <li>2. Use Canva to create a branding tool or infographic – what story does it tell?</li> <li>3. Share how you could use the digital tools in your classroom</li> </ol> <p><b>Optional:</b> Attend interactive model lesson on September 21st at 6pm ET (via Zoom)</p>

Week	Date	Class Topic	Tasks to Complete During this Module
6	9/26-10/2	Digital Literacy: Multimedia Technology	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 6</li> <li>2. Share an example of multimedia you've engaged with that transformed you or your teaching (e.g. podcast, video)</li> </ol> <p><b>*Digital Literacy Artifact due by 8:00 AM on Monday, October 3rd</b></p>
7	10/3-10/9	Digital & Museum Artifact Exploration	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 7</li> <li>2. Visit a museum or digital archive – What did you notice and observe? What stood out to you?</li> <li>3. Share how you could use an exhibit in your teaching</li> </ol>
8	10/10-10/16	Ethical Use of Digital Technology	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 8</li> <li>2. Share a post about what ethics means to you and how you plan to uphold ethics in your classroom</li> </ol>

Week	Date	Class Topic	Tasks to Complete During this Module
9	10/17-10/23	Media Literacy: Social Media	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 9</li> <li>2. Share your reactions to the guest speaker video</li> <li>3. Share a lesson idea/outline of how you might incorporate social media as part of a project/assessment in your classroom</li> </ol> <p><b>Optional:</b> Attend Teach the Black Freedom Struggle Online Class on <a href="#">Queen Mother Audley Moore</a> (October 17th)</p>
10	10/24-10/30	Media Literacy: Questioning Media Content	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 10</li> <li>2. Share a guide you could use in your classroom to analyze media content</li> </ol> <p><b>Optional:</b> Attend interactive model lesson on November 30th at 6pm ET (via Zoom)</p>



Week	Date	Class Topic	Tasks to Complete During this Module
11	10/31-11/6	Media Literacy: Constructing Knowledge and Creatively Communicating with Media	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 11</li> <li>2. Share an lesson idea/outline for constructing knowledge with or creatively communicating with media</li> </ol> <p><b>*Media Literacy Artifact due by 8:00 AM Monday, November 7</b></p>
12	11/7-11/13	Popular Culture: Learning through Wonder	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 12</li> <li>2. Share a popular culture example that teaches through wonder</li> </ol>
13	11/14-11/20	Popular Culture: Examining Pop Culture through a Critical Lens	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 13</li> <li>2. Select a popular culture topic/example and how you would teach it in your classroom with a critical lens</li> </ol>
14	11/21-11/27	No New Content University Thanksgiving Recess	None

Week	Date	Class Topic	Tasks to Complete During this Module
15	11/28-12/3	Popular Culture: Learning through Change	<ol style="list-style-type: none"> <li>1. Read, view materials, and watch video for Week 15</li> <li>2. Share a popular culture example that teaches through change</li> </ol> <p><b>*Popular Culture Artifact due by 11:59 PM on Friday, December 2nd</b></p>

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

*December 5 through December 14 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 commu-

nication 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](mailto: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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

### **Student Evaluations of Teaching**

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Toward the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with

instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>