# The University Of Toledo

## New Course Proposal

| Administrative Use Only (rev. 9/2011) | | |
|---|---|---|
| **Code:** | | |
| **Approved** (senate or grad council) | | |
| **Effective Date:** / / (mm/dd/yyyy) | | |
| **CIP Code:** | | |
| **Sub:** | **Prog:** | **Level:** |

| | |
|---|---|
| **Level** (check one): ☐ Undergraduate ☒ Graduate | |
| **Will this course impact program requirements?** ☐ Yes ☐ No<br>*If Yes, a Program Modification must be completed. | |
| **Type of course** (check all that apply):<br>    ☐ **Academic Skills Enhancement**     ☐ **Writing Intensive (WAC)**     ☐<br>**Honors**<br>    ☐ **Univ. Core:**    ☐ *English* ☐ *Hum* ☐ *Math* ☐ *Nat. Sciences* ☐ *Social Sciences*<br>           *Multicultural:* ☐ *Diversity of US Culture* ☐ *Non-US Culture*<br>    ☐ **Transfer module:** ☐ *Arts&Hum* ☐ *Engl* ☐ *Math* ☐ *Nat Sci & Phys* ☐ *Soc Sci* | |

| **College:** JH College of Education | **Dept:** Educational Foundations and Leadership |
|---|---|
| **Contact Person:** Florian Feucht | **Phone:** 419-530-2553 |
| **Email:** florian.feucht@utoledo.edu | |

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|---|
| **Alpha/Numeric Code (Subject area-number):** EDP 6370<br>If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to form. |

| **Proposed title:** News Media Literacy, Society, and the Mind | **Proposed effective term:** Spring 2014 |
|---|---|
| **Planned enrollment per section:** 20 | **Per term:** 20 |

| |
|---|
| **Is the course cross-listed with another academic unit?** ☐ Yes ☒ No<br>**Is the course offered at more than one level?** ☒ Yes ☐ No<br><br>*If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.*<br><br>         a.    -         b.    -        c.    -<br><br>Approval of other academic unit(signature): _____<br><br>**Name and title:** EDP 8370 - News Media Literacy, Society, and the Mind<br><br>If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided. |

| Credit hours: | Fixed: 3 | or | Variable: | |
|---|---|---|---|---|
| **Delivery Mode:** | **Primary** | | **Secondary** | **Tertiary** |
| Activity Type: | Seminar | | Select One | Select One |
| **Minimum Credit Hours:** | 3 | | | |
| **Maximum Credit Hours:** | 3 | | | |
| **Weekly Contact Hours:** | 2.5 | | | |

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**Terms offered:** ☒ Fall  ☒ Spring  ☐ Summer

**Years offered:** ☒ Every Year  ☐ Alternate Years

Are students permitted to register for more than one section during a term? ☐ Yes ☒ No

May the courses be repeated for credit? ☒ No ☐ Yes    |    **Maximum Hours:** 3

| Grading System | Undergraduate | Graduate |
|---|---|---|
| | ☐ Normal Grading (A-F, PS/NC. PR, 1)<br>☐ Passing Grade/No Credit (A-C, NC)<br>☐ Credit/No Credit<br>☐ Grade Only (A-F, PR, I)<br>☐ Audit Only<br>☐ No Grade | ☒ Normal Grading (A-F, PS/NC. PR, 1)<br>☐ Grades Only (A-F)<br>☐ Satisfactory/Unsatisfactory (G only)<br>☐ Audit Only<br>☐ No Grade |

**Prerequisites** (must be taken **before**):

    a.   -       b.   -       c.   -

☐ **PIN** (Permission From Instructor)    ☐ **PDP** (Permission From Department)

**Co-requisites** (must be taken **together**):

    a.   -       b.   -       c.   -

**If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?**

| Course to be removed from inventory | Final Term to be offered<br>(YYYYT. i.e. use 20064 for Fall'06) |
|---|---|
| a.   - | |
| b.   - | |
| c.   - | |
| d.   - | |

**Catalog Description** (30 words Maximum):

The course provides students with a theoretical and empirical foundation on psychological concepts and processes (e.g., critical thinking, personal epistemology, and belief systems), to understand the role of the news media (e.g., news print/ broadcast, social media, and media technology) for the public sphere, citizenship, democracy, and peace. In their area of studies, students will learn how to develop a competency-based news media literacy model that enables citizens to be/come critical and effective news media consumers.

**Attach a copy of a complete outline of the major topics covered.** (Syllabus preferred)

**Where does this course fit in the University/College/Department curriculum?** (Be specific by course level, if applicable). **Indicate prospective demand.**

This course has been successfully taught twice in the course shell of EDP 6190/8190: Seminar in Educational Psychology and is now required to be formally approved as a course in its own right.

The course fits the JH College of Education and departmental demands in the following program areas:

Doctoral Programs:
Foundations of Education
Foundations of Education: Philosophy of Education
Foundations of Education: Educational Sociology
Foundations of Education: History of Education
Foundations of Education: Educational Psychology
Higher Education
Curriculum and Instruction
Educational Media
Elementary Education
Secondary Education
Special Education

Education Specialist Degree Program:
Education Specialist in Curriculum and Instruction

Master Programs:
Master of Educational Psychology
Master of Theory and Social Foundations
Master of Higher Education
Master of Education in Curriculum and Instruction
Master of Education in Secondary Education
Master of Education in Middle Grade
Master of Education in Educational Technology
Master of Education in Career and Technical Education
Master of Education in Arts and Education

Graduate Certificate Program (in approval process):
Graduate Certificate in Pedagogy of Peace

**If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication.** (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).
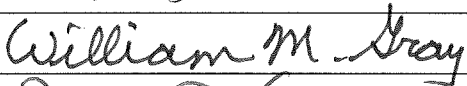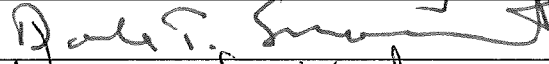
While courses exist that focus on separate aspects of this course (e.g., communication, society, and psychology), this course is unique as it focuses on:
a) psychological concepts and processes of news media perception; AND
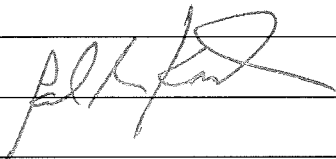b) a news consumer (citizen/ learner) perspective; not a news producer (professional) perspective.

**If the course is intended to meet a University Undergraduate Core requirement, submit a course syllabus and complete the following:**

**Please explain how this course fulfills the general education guidelines.**

## COURSE APPROVAL:

|  | Signature | Date |
|---|---|---|
| Department Curriculum Authority: | F. Feudt | 3/15/2013 |
| Department Chairperson: | William M Gray | 2013-MAR-15 |
| College Curriculum Authority: | Dale S. Sm— | 4/1/13 |
| College Dean: | Anamma K— | 4/1/13 |

*After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.*

|  | Signature | Date |
|---|---|---|
| Faculty Senate Undergrad. Curriculum Comm. : |  |  |
| Faculty Senate Core Curriculum Comm. : |  |  |
| Graduate Council : | ppl/ fm— | 4-16-2013 |
| Office of the Provost: |  |  |
| Registrar's Office: |  |  |

# EDP 6370: News Media Literacy, Society, and the Mind

## Brief Course Description

| Semester: | Time: | Location: |
|---|---|---|
| Spring 2014 | Tues 4:15 – 6:45 PM | GH3050 |
| **Section:** | **Duration:** | |
| 6370-001 | 3 Semester Hours | |

The course provides students with a theoretical and empirical foundation on psychological concepts and processes (e.g., critical thinking, personal epistemology, and belief systems), to understand the role of the news media (e.g., news print/ broadcast, social media, and media technology) for the public sphere, citizenship, democracy, and peace. In their area of studies, students will learn how to develop a competency-based news media literacy model that enables citizens to be/come critical and effective news media consumers.

## Contact Details

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## COURSE DESCRIPTION

### Catalogue description
The course provides students with a theoretical and empirical foundation on psychological concepts and processes (e.g., critical thinking, personal epistemology, and belief systems), to understand the role of the news media (e.g., news print/ broadcast, social media, and media technology) for the public sphere, citizenship, democracy, and peace. In their area of studies, students will learn how to develop a competency-based news media literacy model that enables citizens to be/come critical and effective news media consumers.

### Elaboration
The purpose of this course is to provide you with an opportunity to read and critically reflect on recent empirical and conceptual work on news media literacy, citizenship, and underlying psychological concepts and processes , thereby giving you a sense of the "state of the art" as represented by recent publications in the following major educational psychology and general education journals: *Journal of Educational Psychology, Contemporary Educational Psychology, Educational Psychologist, Educational Psychology Review, Review of Educational Research,* and the *American Educational Research Journal and others.* The articles represent a variety of research methodologies: empirical studies, review articles, meta-analyses, and conceptual articles.

## COURSE ORGANIZATION & ASSIGNMENTS

### A) Readings
On your own you are required to read and study the assigned chapters, journal articles, and other reading materials BEFORE they are discussed in the course (see below and Calendar). It is suggested to form small reading groups to study the materials.

### B) Reflection paper driven seminar discussion
Learning involves the individual and social construction of knowledge. To encourage this active involvement on your part, you will produce reflection papers for ten (10) sets of readings during the semester. These reaction papers are best considered informal, but thoughtful and critical reflections and overall reactions to the assigned sets of readings.

What you address in your reflection papers may include, but is not limited to:

1) theoretical and/or empirical questions raised by the theory/research you read;
2) reflections on how the readings relate to preceding materials that you've read in this seminar;
3) reflections on how the information can be applied to your own area of professional interest or expertise;
4) reflections concerning how the information contributes to your personal growth as a learner, instructor, or researcher;
5) concerns about the methodology employed; and/or
6) ideas for future research on that topic

Do NOT provide summaries of the readings! The reaction papers are meant to serve as a "springboard" for class discussion. You are encouraged to write the reflection paper in an informal style allowing you to express

you what you think and feel about the readings. Make sure to back up claims with reasons, experiences, and/or evidence to form proper arguments.

The reflection papers are to be prepared for the date on which the readings will be discussed in class. You will submit a paper copy during class. Late assignments will not be accepted.

<u>Scope of the reflection papers:</u>

EDP6370/ Master Students:    Your refection paper should not exceed two to three (2-3) double-spaced pages in length, excluding cover page (not needed!), tables, graphics, and references.

EDP8370/ Doctoral/ Ed Specialist Students:   Your refection paper should not exceed four to five (4-5) double-spaced pages in length, excluding cover page (not needed!), tables, graphics, and references.

## C) Academic paper and its presentation

You will write an academic paper that is due the last week of class.   The purpose of this paper is to provide you with an opportunity to "pull together" the empirical and conceptual work on **news media literacy, citizenship, and underlying psychological concepts and processes** (such as critical thinking, personal epistemology, etc.) that you have read throughout the semester <u>AND</u> to elaborate on area of your interest within the context of the course by adding new literature.  The project paper, in contrast to the reflection papers, is formal in its nature: Use academic writing and follow APA style. You may work of a theme that you developed in your reflection papers and integrate your own area of expertise (no more than 50% of the paper's content).

Furthermore, you will present your project paper to your peers during the last two weeks of class (see calendar). This presentation should not be longer than 7 minutes and not contain more than 7 PowerPoint slides.

<u>Scope of the academic paper:</u>

EDP6370/ Master Students:    Your academic paper will be written using a typical essay style, including and introduction, a body with arguments/ issues, and a conclusion. It is suggested to an example to illustrate your essay topic at a more concrete level.
Your academic paper should not exceed five to six (5-6) double-spaced pages in length, excluding cover page (not needed!), tables, graphics, and references. You need to include three to four (3-4) references that have not been part of the course readings.

EDP8370/ Doctoral/ Ed Specialist Students:   The academic paper can take any one of the following forms:

1)  a mini-research proposal (consider this as practice option, if your major comprehensive exam includes a mini-proposal);
2)  a short literature review;
3)  an evaluation/critique of some educational or commercial program;
4)  a set of guidelines for practitioner that are grounded in existing theoretical and empirical literature and is targeted towards a specific audience (e.g., elementary or secondary school teachers; instructional designers; the military); or
5)  an alternative form that you would need to get approved by me.

Your academic paper should not exceed ten to twelve (10-12) double-spaced pages in length, excluding cover page (not needed!), tables, graphics, and references. You need to include six to eight (6-8) references that have not been part of the course readings.


# GRADING

## Assignments

| | | |
|---|---|---|
| A. | **Reading** assigned reading materials | |
| B. | **Reflection papers** (10 papers x 5 points) | 50 |
| C. | **Individual Paper** (1 x paper 40 points; 1 x presentation 10 points) | 50 |
| | **Total Points** | **100** |


## Letter Grades

Over all you can score 100 points; 90+ points will equal the letter grade A, 80+ points will equal the letter grade B, 70+ points will equal the letter grade C, 60+ points will equal the letter grade D, and 59 or less points will equal the letter grade F, as well academic misconduct.

## Other Grade related Information

*Academic dishonesty.* Any form of academic dishonesty will result in a *course grade of F.* (See University of Toledo, 2006, p. 29, for the Policy Statement on Academic Dishonesty.)

*Withdrawal from the course.* Student withdrawals with a grade of W can occur through 5:00 PM, Friday, of (a) calendar week 10 for the fall term, (b) calendar week 11 for the spring term, and (c) calendar week 4 of a six-week summer session. Not attending class or failing to withdraw during the appropriate time results in a course grade of F.

*Incomplete grades.* Incomplete grades (i.e., IN) are issued under extraordinary circumstances with the provision that the work must be completed by the end of the next academic year term. That is, an IN for a fall term must be completed by the end of the immediately succeeding spring term; an IN for a spring term must be completed by the end of the immediately succeeding fall term; and an IN for a summer term must be completed by the end of the immediately succeeding fall term.

*Office of Accessibility.* If you have "a physical or mental condition that substantially impacts [your] academic ... life" and you wish "to receive reasonable [academic] accommodations" (University of Toledo, n.d., Eligibility for accommodations section, ¶ 1), you must register with the Office of Accessibility, Rocket Hall, Room 1820 (Phone: 419.530.4981; TTY: 419.530.2612; Fax: 419.530.6137), if you have not already done so. Information shared with the Office of Accessibility is confidential to the extent consistent with State and Federal law. To become eligible for the possibility of academic accommodations, individuals must (a) become established as students, (b) present documentation of a disability that meets Office of Accessibility guidelines, (c) have the documentation reviewed by

an Office of Accessibility professional, and (d) complete an intake interview (University of Toledo, n.d., Procedures to access services section). Please contact me well in advance of the need for academic accommodations.

## READINGS

### Introduction
Diddi, A., , & LaRose, R. (2006). Getting Hooked on News: Uses and Gratifications and the Formation of News Habits Among College Students in an Internet Environment. *Journal of Broadcasting & Electronic Media, 50*(2), 193-210.
Economist – Special report. (2011, July 9-15). News industry. *Economist, 400,* 1-16.
Miller, M.C. (2005). Introduction. In E. Bernays (Ed), *Propaganda* (pp. 9-33). Brooklyn, N.Y.: Ig Publishing.

### Area 1: Media, Public Sphere, and Citizenship
Habermas, J. (2004). The public sphere. In F. Webster (Ed.), *The Information Society Reader* (pp. 350-356). New York, NY: Routledge.
Garnham, N. (2004). The media and the public sphere. In F. Webster (Ed.), *The Information Society Reader* (pp. 358-365). New York, NY: Routledge.
Keane, J. (2004). Structural transformations of the public sphere. In F. Webster (Ed.), *The Information Society Reader* (pp. 367-378). New York, NY: Routledge.
Westheimer, J., & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating For Democracy, *American Educational Research Journal,* 41(2), 237-269.

### Area 2: Adolescence, Media, and Youth Citizenship
Hart, D. & Gullan, R. L. (2010). The sources of adolescent activism: Historical and contemporary findings. In L. R. Sherrod, J. Torney-Purta, & C. A. Flanagan (Eds.), *Handbook of Research on Civic Engagement in Youth* (pp. 67-90). Hoboken, NJ: John Wiley & Sons, Inc.
Pasek, J., Kenski, K., Romer, D., & Jamieson, K. H. (2006). America's Youth and Community Engagement: How Use of Mass Media Is Related to Civic Activity and Political Awareness in 14- to 22-Year-Olds. *Communication Research, 33*(3), 115-135.
Ruitenberg, C. W. (2010). Conflict, affect, and the political: On disagreement as democratic capacity. In Factis Pax, 4(1), 40–55.

### Area 3: Literacy of Informational Text
Scribner, S. (1997). Literacy in three metaphors. In E. Tobach, R. J. Falmagne, M. B. Parlee, L. M. W.        Martin, & A. S. Kapelman (Eds.), *Mind and Social Practice: Selected Writings of Sylvia  Scribner* (pp. 206-214). New York, NY: Cambridge University Press.
Barton, D. (2001). Directions for literacy research: Analysing language and social practices in a textually mediated world. Language and Education, 15(2&3), 92-104.
OECD (2009). PISA 2009 Assessment Framework: Key competencies in reading, mathematics and science. Paris, France: Organisation for Economic Co-operation and Development.
  **READ: executive summary & focus on what you find interesting on pages 19-80. Don't print.**
Goldman, S. R. (2011). Choosing and using multiple information sources: Some new findings and emergent issues. *Learning and Instruction, 21*(2), 238-242.

### Area 4: Skill of Argumentation
Scribner, S. (1997). Studying literacy at work: Bringing the laboratory to the field. In E. Tobach, R. J. Falmagne, M. B. Parlee, L. M. W. Martin, & A. S. Kapelman (Eds.), *Mind and Social Practice: Selected Writings of Sylvia Scribner* (pp. 223-228). New York, NY: Cambridge University Press.
Kuhn, D. (1999). A Developmental Model of Critical Thinking. *Educational Researcher,* 28(2), 16-46.

Britt, A. M. & Larson, A. A. (2003). Constructing representations of arguments. *Journal of Memory and Language, 48*(4), 794-810.

Wineburg, S. S. (1991). Historical problem solving: A study of the cognitive processes used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology, 83*(1), 73-87.

# Area 5: Personal Epistemology

Hofer, B.K. (2001). Personal epistemology research: Implications for learning and teaching, *Journal of Educational Psychology Review 14 (4)*, pp. 353–383.

Bloom's taxonomy or Gagne's types of learning

Bromme, R., Kienhues, D., & Stahl, E. (2008). Knowledge and epistemological beliefs: An intimate but complicate relationship. In M. S. Khine (Ed.), *Knowing, Knowledge, and Beliefs: Epistemological Studies across Diverse Cultures (pp. 423-441)*. New York: Springer.

Bråten, I., Britt, A., Strømsø, H., & Rouet, I. A. I. (2011). The Role of Epistemic Beliefs in the Comprehension of Multiple Expository Texts: Toward an Integrated Model. *Educational Psychologist, 46*(1), 48.

# Area 6: Applications - Science and Citizenship Education

Torney-Purta, J. & Vermeer Lopez, S. (2006). *Developing citizenship competencies from kindergarten through Grade 12: A background paper for policymakers and educators*. Denver, CO: Education Commission of the States, National Center for Learning and Citizenship.

Torney-Purta, J., Amadeo, J., & Andolina, M. W. (2010). A conceptual framework and multimethod approach for research on political socialization and civic engagement. In L. R. Sherrod, J. Torney-Purta, & C. A. Flanagan (Eds.), *Handbook of Research on Civic Engagement in Youth* (pp. 497-524). Hoboken, NJ: John Wiley & Sons, Inc.

Korpan, C. A., Bisanz, G. L., Bisanz, J., , & Henderson, J. M. (1997). Assessing literacy in science: Evaluation of scientific news briefs. *Science Education, 81*(5), 515 - 532.

Kachan, M. R., Guilbert, S. M., , & Bisanz, G. L. (2006). Do teachers ask students to read news in secondary science?: Evidence from the Canadian context. *Science Education, 90*(3), 496 - 521.

# Area 7: Media in the Virtual Public Sphere

Papacharissi, Z. (2004). The virtual sphere: The Internet as a public sphere. In F. Webster (Ed.), *The Information Society Reader* (pp. 379-392). New York, NY: Routledge.

Bakker, T. P. & de Vreese, C. H. (2011). Good News for the Future? Young People, Internet Use, and Political Participation. *Communication Research, 38*(4), 451-470.

Nguyen, A. (2010). Harnessing the potential of online news: Suggestions from a study on the relationship between online news advantages and its post-adoption consequences. *Journalism, 11*(2), 223-241.

Murthy, D. (2011). Twitter: Microphone for the masses? *Media, Culture, 33*(5), 779.