



**FLORIDA
ATLANTIC
UNIVERSITY**

NEW COURSE PROPOSAL Undergraduate Programs

Department Educational Leadership & Research Methodology
College College of Education
(To obtain a course number, contact erudolph@fau.edu)

UUPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix	LDR	<small>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</small>	Type of Course	Course Title
Number	4276	Lab Code	Lecture	Media Literacy and Leadership

Credits <small>(See Definition of a Credit Hour)</small>	3	Grading <small>(Select One Option)</small>	Course Description <small>(Syllabus must be attached; see Template and Guidelines)</small>
Effective Date <small>(TERM & YEAR)</small>	Summer 2024	Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	This course will provide an introduction to leadership and media literacy and teach the skills needed to examine many genres of media, including news, the Internet, and more. The class will focus on the ethical principles of leadership via journalism and examine convergence, media ownership, and the role of the "citizen journalist." Through analysis of current leadership styles, research, deconstructing media, and guest lectures, the course will focus on the importance of leadership, media literacy and learn how to use media to become active citizens and empowered leaders.

Prerequisites, with minimum grade*	Corequisites N/A	Registration Controls <small>(Major, College, Level)</small>
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*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.</small>	Intellectual Foundations Program (General Education) Requirement <small>(Select One Option)</small> None <small>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.</small>
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Minimum qualifications to teach course
Master's or Doctoral degree in higher education leadership or related field.

Faculty Contact/Email/Phone Cristobal Salinas salinasc@fau.edu 305-332-1951	List/Attach comments from departments affected by new course Course has been approved, this need to be resurrected
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Approved by	Date
Department Chair <u>Robert Shuckley</u>	2/13/24
College Curriculum Chair <u>Gash</u>	2/13/2024
College Dean <u>Robert Benner</u>	2/13/2024
UUPC Chair <u>Korey Sorge</u>	2/26/24
Undergraduate Studies Dean <u>Dan Macroff</u>	2/26/24
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

LDR 4276: Media Literacy and Leadership

3 Credit Hours

Summer 2024 - 1 Full Term | Online

Instructor Information

Laura Mooney, Ph.D.
Office Hours: By appointment
e-mail: lmooney1@fau.edu

Course Description

This course will provide an introduction to leadership and media literacy and teach the skills needed to examine many genres of media, including news, the Internet, and more. The class will focus on the ethical principles of leadership via journalism and examine convergence, media ownership, and the role of the “citizen journalist.” Through analysis of current leadership styles, research, deconstructing media, and guest lectures, the course will focus on the importance of leadership, media literacy and learn how to use media to become active citizens and empowered leaders.

Instructional Method

Fully Online Class

This course will be taught in an online format. This course is three credit hours for the Leadership Studies Minor.

You must log into Canvas with your FAU Net ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help at (561) 297-3999.

Required Texts/Materials

Book title: Influence, new and expanded: The Psychology of Persuasion
Author: Robert B. Cialdini
ISBN: 978-0062937650
Publisher: Harper Business

Course Objectives/Student Learning Outcomes

As a result of active engagement in this course and course materials, students will:

- Have a sound conceptual and theoretical understanding of effective leadership for today's world.
- Define media literacy.
- Apply leadership skills as it relates to the use of media.
- Understand and analyze the dimensions of media literacy.
- Lead by example.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

While this class meets fully online, the students are expected to fully engage and participate in the course. Class participation is an indication of students' commitment and professionalism; therefore, participation will be observed. Students are expected to participate in all class sessions and actively engage in online activities. Students who are ill or have some emergency that requires them to miss assignments on time must contact the instructor in advance to be excused from class. Students who are not excused from class will lose 1 point. Students are also expected to complete all assignments and activities on time for all classes. No assignments will be accepted late.

Readings: With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

Assignments/Grades: Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Plagiarism: Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as one's own written work offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit unless such collaboration is specifically approved in advance by the instructor. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process.

Policy on Make-up Tests, Late work, and Incompletes

Deadlines: Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

Incompletes: Grades of Incomplete ("I") are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

Special Course Requirements

This is required for students who desire to hold resident assistant, orientation leadership, and other related student affairs leadership positions. In addition, during the course, students will be exposed to media clips exploring the leadership experiences within various forms of media.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Classroom Etiquette Policy

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. The virtual classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format. A resource guide for APA is available under Modules (Canvas site).

Students should expect the Team Leader to come prepared. The Team Leader will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class or by appointment to give additional help or support. These meetings will be scheduled to meet the students' and Team Leader's schedules.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Sexual Misconduct Policy

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources, including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing](#)
- [Writing Across the Curriculum](#)

Course Topical Outline

Date	Class Topic	Readings/Assignments
Week 1	Course Overview Creating a Learning Community Introduction to and Defining Media Literacy, Leadership, and Social Change	None – welcome to class!
Week 2	Core Concepts of Media Literacy Social Change Model of Leadership	Guest Speaker: Leadership and Social Change Come having read: http://muse.jhu.edu/journals/journal_of_college_student_development/v051/51.5.dugan.pdf http://eprints.lse.ac.uk/1017/1/MEDIALITERACY.pdf http://opi.mt.gov/pdf/tobaccoed/IntroMediaLiteracy.pdf p. 1-7
Week 3	Personal Values Exercise Media Ownership and Power Discussion on Personal Media History Assignment Process Responses to Intro reading	Group reading and reporting exercise. Come having read: http://adage.com/images/random/mediafamilytree07.pdf http://cdn.sheknows.com/articles/2015/02/Nantale/MediaOwnership.gif https://com389s15.files.wordpress.com/2015/06/media-ownership-2014.jpg http://opi.mt.gov/pdf/tobaccoed/IntroMediaLiteracy.pdf p. 8-16
Week 4	Five Behaviors and Leadership Foundation Traditional Mainstream Media	Come having read: What makes mainstream media mainstream? Student Leadership Challenge (assigned section, loaned in class)

		Two “mainstream media” articles – bring references Personal Media History Due – Review highlights in class
Week 5	Deconstructing Advertising (Why is advertising powerful? How is it connected to our everyday lives? What should we know as leaders about how advertising is used to get a message or to stop a negative message?)	Come having read: http://ics.sagepub.com/content/7/1/33.full.pdf+html Pick three advertising texts and come to talk about them. In defense of advertising
Week 6	Media Leadership: Covering Politics (Discuss role of Executive Editor. How does a local paper cover a national election? Does a newspaper reflect the views of the community? How to engage civic discourse with media as a catalyst?)	Come having read: Chapter 1 & 2
Week 7	Media Critique Presentation Period One & Positionality: The Influence of Leadership	Come having read: Chapter 3 & 4 Reading provided by speaker (by week 6 latest) Guest Speaker
Week 8	Film Screening (instructor will select film) and Critique	Come having read: Chapter 5
Week 9	Social Media: using media tools for social change	Come having read: Chapter 6 & 7

Week 10	Media Critique Presentation Period Two & Screen and critique “Invisible Children” Documentary and Critique	Leadership in the Media Due Come having read: Chapters 8 & 9 Media Critiques Due (all three by week 11)
Week 11	Youth Media and Leadership (Why has the “Invisible Children” campaign been successful? How did they reach positions of leadership? Consider and discuss viral marketing.)	Media Critiques Due (all three by week 12) Come having read: Chapter 10 & 11
Week 12	Final Group Presentations	Final Group Presentations Due

Course Assignment Grading Breakdown

Assignment	Total Points
Class Participation & Attendance	15 points
Personal Media History	20 points
Media Critiques	20 points
Leadership in Media	20 points
<u>Campaign Group Project</u>	<u>25 points</u>
TOTAL	100 points

Course Assignment Outline

Attendance and Participation (15 points)

The attendance policy is explained above.

Personal Media History and Analysis (20 points)

Tell your personal media story, describing your exposure to and interplay with media from childhood to today.

Part 1: Personal Reflection:

What did you watch and read as you grew up, into childhood, early adult, to today? When and how much media did you consume? How did your family and friends use media? Did you experiment with making media? How do you think media affected you growing up? How important was/is media in your life? What does media mean to you today? What impact do you feel media has on your personal development? What influence has media had on your development as a leader?

Part 2: How do you represent yourself in media?

Explained more in depth in class. Provide minimum two examples.

(6 pages, double-spaced)

Media Critiques (20 points—6 points per critique, 2 points for presentation of ONE)

Choose 3 examples (newspaper, film, organization's social media site, etc.). Use the tools of media literacy to analyze the genre of examples. Be mindful of how production techniques shape your perception of the images and the implicit and explicit messages contained in these media "texts." Include a critical analysis of the tone and content of the media and your opinion.

Be sure to separate the summary and the critique elements. Provide two references (one can be the original text you are critiquing) per critique. (6 pages total, double-spaced (approximately two pages per example)). You have the decision to turn these in one by one or all three at once.

Final due date for all three is in class Week 13. Presentations will take place either Week 7 or Week 12—you decide. Presentations should last 7-10 minutes long, include an interactive component and include both a summary and critique of the text you decided to present on.

Leadership in Media (20 points)

Choose a media company from a list that will be provided in class and write about the leadership of that company. Who holds the power? Who owns the company? What other media products do they own? Whom are they trying to reach? What is their philosophy on leadership? How did they rise to power? What are they doing with that power – is it strictly business or a force for social change? Provide five – six references. (6 pages, double-spaced)

Advocacy Campaign on an Issue Group Project (25 points)

Use any form of media – video, writing, web design, PowerPoint, film, photos, ads – to create a media campaign around an issue. A list of issues will be provided in class to choose from. This is an opportunity to pull together items we have discussed this semester, apply what you have learned in a creative way, and end the semester with a product that empowers you to make a difference. In addition to presenting during our last class meeting, the group will need to submit a 5-7 page paper with five – six references.