

**Course Outline for:
Media Literacy (online)**

Grade Levels:

Assignments: 17 lessons **Credits:** 5 units

Format: online

Course Materials: all online

UC a-g Requirements: none

Course Description:

In Media Literacy (online), students will study the history of the media, and relate it to their personal experiences of the media. Students will understand advertising techniques, and will study propaganda and its effect in the twentieth century. By the end of the course, students will understand how images of sex, drugs, and violence are used to sell products. Students will also learn about debates surrounding television and other sources for media, and will discover some alternatives to the mainstream media.

Learning Objectives:

- Students will understand the term “media literacy.” They will learn media history, and identify their own experiences with media.
- Students should understand basic persuasive advertising techniques, with a particular focus on the concept of propaganda as it has been used in media over the last century.
- Students will understand how images of sex, drugs, and violence are used to sell products and ideas.
- Students will understand the concept of propaganda in cinema. They’ll know a brief history of films, and they’ll be able to deconstruct a film trailer using analytical techniques.
- Students will understand the history of television commercials, how to deconstruct both past and present commercials, and how to respond to them critically.
- Students will have a greater understanding of how television affects their life. They will see the connection between commercials and television programming for a specific audience. In addition, they will address negative academic criticisms about television, as well as investigating the positive effects of television. Students will have engaged in alternative activities to watching television for a week. They will rate these activities in terms of fun and usefulness as compared to

watching TV. Finally, they will analyze the concept of “TV-Turnoff Week” for advantages and disadvantages.

- Students will understand a brief history of radio. They’ll be able to identify persuasive advertising techniques used in radio commercials, as well as analyzing one program for entertainment and another for news.
- Students will understand various controversies surrounding both past and present music issues. They will be able to deconstruct both music videos and a favorite song.
- Students will learn to critically analyze video games in terms of history, negative effects, and physical/emotional changes in one’s body after playing. They will be able to assess the advantages and the disadvantages of playing videogames.
- Students will be aware of the history of packaging. They will understand advertising techniques used in packaging, and they’ll be able to deconstruct and compare packages. In addition, they’ll design an effective package of their own.
- Students will understand product placement as it occurs in books, television programs, and movies. They will conduct an in-depth analysis of one film to study the prevalence of, and reasons for, product placement.
- Students will understand the history and uses of billboards. They will deconstruct and compare several billboards, examining effective advertising techniques.
- Students will understand the history of teen magazines. They will compare two popular teen magazines, then examine the controversies behind these publications. Finally, students will deconstruct a teen magazine of their choice.
- Students will be able to deconstruct newspapers, both past and present. They’ll conduct an in-depth examination of a hometown newspaper, learn how to write a letter to the editor, and then compare a news story as it appears in newspapers from three different countries.
- Students will be able to deconstruct fine art in terms of persuasive elements and audience. They will examine controversies surrounding contemporary art and reflect on them through critical analysis.
- Students will be able to create a piece of media based on what they have learned from the semester-long course, then deconstruct it through critical analysis.

Course Outline:

Lesson 1: Introduction

- A) Course introduction – questions
- B) Brief history of media - questions
- C) Advertisement assignment

Lesson 2: Persuasive Advertising

- A) Introduction – questions
- B) Power of persuasion – questions
- C) Fantasy versus reality – questions
- D) Persuasive advertising techniques – questions
- E) Propaganda – questions

Lesson 3: Sex, Drugs, and Violence

- A) Introduction – questions
- B) Mass media and teens – questions
- C) Sex sells – questions
- D) Media: a powerful drug – questions
- E) Reality of imagery – questions

Lesson 4: Movies

- A) Brief history of film – questions
- B) Propaganda in films – questions
- C) Deconstructing film trailers – questions

Lesson 5: Television Commercials

- A) Birth of TV commercials – questions
- B) Coca-cola – questions
- C) Commercials today – questions

Lesson 6: Television

- A) Introduction – the brain and TV – questions
- B) Toys and tacos – questions
- C) The good, the bad, and the ugly – questions

Lesson 7: Alternatives to Television

- A) Introduction – questions
- B) 7 day journal assignment

Lesson 8: Videogames

- A) Introduction – questions
- B) The effect of videogames on kids – questions

Lesson 9: Radio

- A) Radio lesson – questions

Lesson 10: Music

- A) Introduction – questions
- B) Music censorship – questions
- C) Music videos – questions
- D) Controversy today – questions
- E) Your favorite song – questions

Lesson 11: Cereal Boxes and Soup Cans

- A) Introduction – questions
- B) A history of packaging – questions

Lesson 12: Product placement

- A) Introduction – questions

B) Placement in action – questions

Lesson 13: Billboards

A) History of billboards – questions

Lesson 14: Teen Magazines

A) Introduction – questions

B) Seventeen versus teen voices – questions

C) Good reading? – questions

D) See for yourself – questions

Lesson 15: Newspapers

A) Introduction – questions

B) Project

Lesson 16: Art

A) Introduction – questions

B) Art and artist tour – questions

Lesson 17: Final Project

A) Description of assignment

B) Deconstruct your own project

C) Survey

D) Further reading