

CMS.998/CMS.600: New Media Literacies  
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Lecture Notes

Session 7, 2/28/07

- A lot of the hard theory parts in the course are over at this point, but I'd like to give all of you a chance to reflect on that component of the class
  - What class formats have worked best for you?
    - Discussion: most of the class prefers the large group discussion (as opposed to the small group discussions)
    - Class will be a mixture of lecture, large group discussion, and small group discussion, but we'll veer more towards large group discussion from here on out.
  
- Lesson Plan Assignment for Learning Weeks
  - Prepare a lesson plan on a new media literacy of your choice and teach it to your class
  - You'll be doing this in pairs
  - These topics might seem like relatively basic, pedestrian knowledge to you, but they're important forms of new media literacy
  - Think about how form and practice relate to each other, and think about how the theories we've discussed are at play in this media
  - Have fun with this – it's not meant to be a chore
  - The most important thing is to apply what you're learning well in your lesson plan
  - The lesson might be aimed at kindergarteners or grade school kids, not at college students; consider it a role play when you do the lesson for the class
  - The focus is mostly on K-12 education, but you could also do post-secondary education, or adult learning. Just be sure to tell us who it's focused on, and what your learning space is.
  - Each of you will be a primary on one lesson and a secondary on another. They'll be weighted 60%/40% in your grade
  - You'll get the whole 1.5 hour class time for your lesson
  - You should be the primary for a topic that you're already knowledgeable about, while you should be the secondary for a topic that you want to learn more about
  - You should spend a lot of time reflecting on what you know and what feels intuitive to you
  - In the Mix: Lesson Plan "Exploring Media Messages"
    - Lesson time
    - Objectives
    - Materials needed
    - Procedure

- Classroom Assessment (notice that here, this is all about what a student did, rather than what they learned)
  - Relevant National Standards
  - Life Skills
- Reading: Hoobs, “Storytelling Structures”
  - *As I Lay Dying* reality show project
  - How should the project be judged?
    - “Judged” sounds so final
    - It’s useful to give the kids clear and objective criteria for what they’re aiming for though
  - What do you think the teacher would say that her goal is?
    - Help the students better evaluate information
    - Get the students to see that they’re being manipulated
    - See the distinctions between fact and emotions
    - Gain perspective on how media relates with you emotionally, and how it connects with you
  - Individual writing:
    - Every member of the class is going to spend a few minutes jotting down what you think the teacher’s main goals for this assignment were.
  - Further discussion: What are the goals?
    - To provide a more accessible experience understanding the human condition as it’s represented in “high-brow” literature by giving students access to understanding it with a “low-brow” genre approach
    - To provide students with a structural sense of how Faulkner wrote the different points of view and that we as readers don’t really know what the truth of the story is (mirroring the effects of the fictional docudrama)
    - To give students much-needed practice in a group situation and all the implications of that (splitting up work, taking responsibility, sharing ideas)
    - Give students experience reflecting on genre conventions and how it positions relationship between reader and text
    - To learn the thought process of making media that may be viewed by a large audience; to understand how that might influence the media they consume daily
    - To understand the concept of audience
    - To show which stories *aren’t* told, how they can be reinterpreted, the ethics of choosing what parts of the story get told and the responsibility of that
    - Allow students to see themselves as story tellers (rather than just reading a text written by someone else), to translate that and adopt it to a new media under their own socio-cultural contexts and create new meanings and texts based on that

- To create a sense of personal involvement with the literary canon and finding something relevant for the learner
  - To allow students to change the story as they see fit (like fan fiction)
  - To expand beyond the test-taking culture of IRE and get at bigger thematic structures of emotion, spirituality, human experience
  - To translate ideas across different – transmedia practices
  - To provide students with fun
  - To transmit the content knowledge of *As I Lay Dying*
- Create an assignment of your own that has the same goals as this *As I Lay Dying* Assignment, but it should be a totally different assignment/project of your own design
  - You'll work in pairs
  - This isn't supposed to be formal, it should just be creative and fun
- Class Discussion: What did you come up with?
  - Group 1: translating the text of *The Little Mermaid* into Web formats:
    - An instant messenger conversation where Ariel can only communicate in emoticons but the prince can say whatever he wants
    - Facebook vs. MySpace
    - Blogging
    - Craig's List Missed Connections
    - Transmedia translation
    - Exploring the interplays between these old and new media technologies that are either interactive or one-way
  - Group 2: Looking at *Cold Cases* the drama show, and then picking your own real unsolved mystery or crime to examine
    - Interviews and documentary skills
    - Examining genre
  - Group 3: "The Simpsons." Students pick a particular segment from *The Simpsons* and pick a topic of race or gender to examine in a sort of fan fiction, where they stitch the segment together with other pieces of footage and sort of create a conversation about the topic they chose
    - Blogging, students create a forum to deal with their questions and conversations about how to do the project
  - Group 4: Students create a satire in the form of a comic to explore a particular genre. We don't yet have a particular film in mind, but the whole class would work with one serious film, and each student/group would choose a particular topic, theme, or thread from the film to present in a storyboard
    - Genre exploration
  - Group 5:

- We picked Harry Potter as our particular topic, but we wanted the choice of topic to be a collaborative effort chosen by the class as a whole
  - Students work in groups of one (though they can negotiate with the teacher for larger groups if they want)
  - Students choose one piece of the transmedia ecosystem and develop it in your own format
  - The catch is that the way you expand it has to match up with the way everyone else expands it, so that you're moving towards one coherent larger universe. For example:
    - Snape can't be both evil and good at the same time
    - Two different groups can't both do separate newspapers (though they could team up for one larger newspaper, if they want)
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- Choose groups for your lesson plans, to be presented during the learning weeks