E59.1017
Youth Media: Communication, Community, and Social Change

This course explores the theory, practice, and impact of the non-profit youth media organizations and school-based programs working in this field locally and around the world. Students will also conduct some fieldwork in the New York City area that further builds the subfields of youth media/youth development, teaching and learning, and community building. Research projects will document and investigate how youth media is supporting the development of young people’s capacities for 21st century skills of digital communication, critical literacy, and civic engagement.

Course Objectives
To document, assess and critique current practices in the field of youth media.
To apply theoretical accounts of youth development and empowerment to local contexts.
To promote critical literacy and civic engagement among students using new media technology.

Required Reading
A Packet of collected articles/chapters

Grading and Assignments
Attendance and Participation*  30% (10% attendance; 20% participation)
Reading Responses    10%
Reflection papers    20% (10% each)
1 Digital Media Project  20%
1 Paper     20%

*Note on Attendance and Participation:
Attendance will be taken and no more than 2 absences are permitted. After >2 absences, you will fail the attendance portion of the course. Attendance includes being on time to class – if you are significantly late, you will be marked absent. In class, you must be prepared to discuss readings and participate in conversation; participation is not simply about showing up, but about being an active member of the class. Please note: attendance without active participation (i.e. vocal, verbal participation, including asking questions, answering them and/or offering your perspective, analysis, confusion, etc.) will receive no higher than a “C” grade.

Cell phones are not permitted in class. If I see you on your phone, you will be marked absent. Please take care of your phone calls and/or texting before or after class.
Format of Written Work
For all written assignments, follow this format: In the upper left corner, include your name, course name, date, assignment heading. All work must be typed and double spaced with numbered pages; multiple pages should be stapled. Follow a formal style manual for guidelines on citations, quotations, etc. Make sure you edit/proof your paper before submitting it. Your grade will be partly based on your ability to follow the norms and conventions of writing using Standard English styles and conventions.

Style Manual
Students are strongly urged to purchase at least one style manual. A good style manual will help to improve the organization and composition of your written work and, used properly, should help to ensure the proper citation of sources. I recommend the MLA or APA guides, available at any bookstore.

Late Assignments
Late assignments will be marked down one grade per day late (not including weekends). This means that if an assignment is due Tuesday and it is turned in Thursday, an “A” assignment will be awarded no higher than a “C,” by Monday, the student will have failed the assignment. This penalty may be waived or altered depending on extenuating circumstances discussed on an individual basis between the professor and the student.

Academic Plagiarism and Dishonesty
Plagiarism and/or cheating is not tolerated and will result in failing the course. Consult University rules and guidelines regarding this serious breach of ethics. In addition, turning in the same or similar papers to this and/or another course without first discussing it with the professor(s) is considered academic dishonesty; in this class, doing this will result in failing the assignment.

Evaluation
A= Excellent: Outstanding work in all respects. This work demonstrates comprehensive and solid understanding of course material, and presents thoughtful interpretations, well-focused and original insights, and well-reasoned commentary and analysis. Includes skillful use of source material, illuminating examples and illustrations, and fluent verbal/written expression. “A” work is coherent, fluent, and thorough and shows some creative flair.

B= Good: This work demonstrates a complete and accurate understanding of course material, presents a reasonable degree of insight and broad level of analysis. Work reflects competence, but stays at general or predictable level of understanding. Source material, along with examples and illustrations, are used appropriately and articulation/writing is clear. “B” work is reasonable, clear, appropriate and complete.

C= Adequate/Fair: This work demonstrates understanding that covers most or some of the basics but which remains superficial, incomplete, or expresses some important errors or weaknesses. Source material may be used inadequately or inappropriately. The work may lack concrete, specific example and illustrations, and articulation/writing may be vague or hard to follow.
D= Unsatisfactory: This work demonstrates a serious lack of understanding, and fails to express the most rudimentary aspects of the course. Sources may be used entirely inappropriately or not at all. The work may be inarticulate or extremely difficult to read.

Plus (+) or minus (-) grades indicate your range with the aforementioned grades.

**Note on grading policy:** I aim to mark your work in terms of content, not format. If your assignments are technically sloppy (overwhelming spelling/ grammar/ format/ stylistic errors), I will be forced to grade for format and not content – this will severely harm your grade. If you are concerned about your technical writing skills, please seek help well before the assignment is due.

**Schedule of Classes**

**Week 1**  
*Greetings, Overview and Introduction*

**Week 2**  
*What is Youth Media? National and International Overview*  


*Youth Media Reporter*, (forthcoming) Youth Media Summit Report

**Week 3**  
*Youth Media and Social Change*  

Screenings of Educational Video Center productions: *An East Harlem Story, Unequal Education, Still Standing, All That You Can Be*

**Week 4**  
*Framing Urban Youth: Criminals and Consumers*  
Goodman, Chapter 1

**Week 5**

**Critical Literacy**  
Goodman (2003), Chapter 2

Screening of *Young Gunz* DVD


**Week 6**

**Multiple Literacies and Situated Learning**  


**Week 7**

**Multiple Literacies, Constructivism, and New Media**  


Aaron: Special Education Student Interview DVD

Recommended:  

**Week 8**

**Studying youth**  
Buckingham, Ch. 2: New media childhoods

Framing your Research Question: Planning Youth Media Inquiry Projects: Interviews, and Site Visits

**Week 9**

**Youth Identity and Agency After School**  
Hull, G. , Nora L. Kenney, Stacy Marple and Ali Forsman-Schneider. Many Versions of Masculine An Exploration of Boys’ Identify Formation
through Digital Storytelling in an Afterschool Program, Afterschool Matters #6, Spring 2006


Week 10  
**Presentation/critique of digital story project work-in-progress “rough cuts”**

Week 11  
**Youth Media in Schools, Challenges and Reform**
Goodman, (2003) ch 3, 4


Week 12  
**Evaluation and Assessment of Impact**
View Youth Powered Video: A Hands On Guide to Documentary Video Portfolio Assessment DVD


Week 13  
**Youth Media and Social Change Revisited**


Week 14  
**Final project presentations**

Week 15  
**Final project presentations continued**
**Final paper due**