Leisure Education Media Literacy and Celebrity Influence
LYHS 4186/5186
Syllabus

MEET YOUR INSTRUCTOR
Dr. Rodney Dieser, Ph.D. Associate Professor, Department of Health, Physical Education & Leisure Services

Rodney B. Dieser, Ph.D., currently is an Associate Professor in the School of Health, Physical Education, and Leisure Services (in the College of Education) at the University of Northern Iowa. Rod currently serves as the program coordinator for the Master’s Degree in Philanthropy and Nonprofit Development.

Rod holds a Bachelor's and Master's of Science degree from the University of Utah in Parks, Recreation, and Tourism, with a graduate level minor in educational psychology. He holds a Doctorate of Philosophy in Physical Education and Recreation from the University of Alberta (Canada). His research and teaching interests include: (1) cross-cultural therapeutic recreation and leisure practice, (2) leisure education media literacy combines leisure theories and teachings strategies to enhance personal leisure experience with media literacy techniques in order to teach people to (1) understand the covert messages behind mass media message, (2) learn which media messages to filter out (ignore) and which to filter in (pay attention to), (3) use media literacy skills in order to move beyond media constructed meaning in order to construct meaning for one self, and (4) understanding how to use one’s leisure in more fulfilling ways. This class will develop media literacy and leisure engagement related to the relationship of the media to advertising, violence, sex/sexuality, obesity/eating disorders, video games, and family. Upon completion of this class, each student will be able to demonstrate 1) media literacy skills, 2) how social policy can affect media, and 3) outline a personal future plan related to leisure fulfillment.

Course Objectives:
Upon completion of this course, each student should understand:

1. The role of media in shaping societal beliefs and influencing leisure behavior
2. How social policy (or the lack of it) can affect media
3. How to apply media literacy skills and become a more critical thinker related to media (e.g., social media, advertising, the internet)
4. How media leisure influence food selection, and the consequences of obesity and eating disorders
5. How media leisure influence gender norms, sexuality, and sexual activity
6. The influence of celebrity culture in social movements
7. How to plan and implement leisure education media literacy activity

Required Texts:


**COURSE ORGANIZATION**

This course will be delivered over the World Wide Web, utilizing web pages and a learning management system (eLearning). The course is divided into 15 assignments, which are structured around three concepts:

1. Understanding how media influences children and youth (Assignments 1 - 13),
2. Understanding how celebrities can influence society (Assignment 14), and
3. Connecting leisure education with media literacy (Assignment 15).

Type all assignments using a word processing program and save as a file. If you are using a word processing program other than Microsoft Word, then please save the file as Rich Text Format.

Submit your assignments by clicking on the Assignment Submission link in the Course Content menu on the left and uploading your assignment. Need help? See the eLearning Tutorials for instructions on how to submit an assignment.

**GRADING**

All student assignments are evaluated based on the following critical thinking elements:

- **Clear/Unclear**
  - To make easier to understand (which includes spelling and grammar)
  - To be precise, specific or exact
  - To increase clarity is to use specific examples

- **Accurate/Inaccurate**
  - Free from errors, mistakes, or distortions

- **Relevant/Irrelevant**
  - A close logical relationship with the matter under consideration

- **Broad/Narrow**
  - Exploring alternative perspectives, ideas, solutions
  - Going beyond the first or most obvious answer

- **Deep/Superficial**
  - Entails explaining with the complexity of an issue/idea

- **Logical/Ilogical**
  - Reflective about logical structures, such as assumptions, data collection, missing information, theories, claims, implications
  - Ways of thinking (e.g., deductive and inductive reasoning)

**Grading Scale**

- A 370-400 points
- A- 360-369 points
- B+ 350-359 points
- B 330-349 points
- B- 320-329 points
- C+ 310-319 points
- C 290-309 points
- C- 280-289 points
- D+ 270-279 points
- D 250-269 points
- D- 240-249 points
- F 239 points or less

**A** = Excellent scholarship; students display an excellent level of knowledge of course content as demonstrated by ability to accurately repeat, synthesize, and apply specific information given through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she actively pursues additional information, critiques information presented, completes assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.

**B** = Above average academic performance; student displays an above average level of knowledge of course content as demonstrated by ability to somewhat accurately repeat, synthesis, and apply specific information given through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she occasionally pursues additional information, critiques information presented, completes assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.
professor.

C = Average academic performance: student displays an average level of knowledge of course content as demonstrated by ability to periodically repeat, synthesis, and apply information given through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she completes assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.

D = Below average academic performance; student displays a below average level of knowledge of course content as demonstrated by ability to repeat general information given through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she occasionally completes assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.

F = Failing academic performance; student displays a lack of knowledge of course content as demonstrated by lack of ability to repeat, synthesize, or apply general information through lectures, discussions, readings, handouts, guest speakers, and various forms of media used in class to complete assignments or as evident during class discussion. He or she fails to complete assignments on time, uses proper grammar and spelling in all written work, and follows format requested by professor.

Plagiarism is not acceptable. No students shall submit the words, ideas, images, or data of another person as his or her own in any academic writing, essay, thesis, research project, or assignment in a course or program of study.

Technical Support:

Call the Continuing and Distance Education office (319-273-7740) if you need technical support on how to use the eLearning, uploading files, etc. Support is available Monday - Thursday, 8am - 9pm and Friday 8am - 5pm.