

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) therapeutic recreation as an adjunctive therapy for people with mental illness and people with disabilities, (3) historical and philosophical foundations of leisure, youth, and non-profit human services, including Hull-House from 1889-1953, (4) the connection between leisure, sport, and physical activities with mental health and gender identity, and (6) the philanthropic labor and service of musician, Bruce Springsteen.

Rod has written one academic textbook and has co-authored two academic textbooks in Leisure Services, has written over 70 academic articles, and has made countless national and international research and professional presentations. Although the bulk of Rod's academic writings are in the areas of leisure studies (e.g., *American Journal of Recreation Therapy*, *Annals of Therapeutic Recreation*, *Journal of Leisure Research*, *Leisure Science*, *Leisure Studies*, *Leisure/Loisir*, *Therapeutic Recreation Journal*, *World Leisure Journal*) his research has appeared in other academic fields, including: counseling psychology, education, human services and physical education (e.g., *Alberta Journal of Educational Research*, *Human Service Education*, *Journal of College Student Development*, *Nonprofit World*).

Rod has served as an associated editor for the *Therapeutic Recreation Journal* and *Leisure/Loisir* (flagship academic journal of the Canadian Association of Leisure Studies). Rod has served as editor for the academic newsletter the SPRE Professor and was awarded a Presidential Citation by the Society of Parks and Recreation Educators for his work as the SPRE Professor editor. In 2006 he received the Outstanding Professional Research Award by the National Therapeutic Recreation Society in the United States. He has also received outstanding research and writing awards by the Alberta Therapeutic Recreation Association and the Canadian Therapeutic Recreation Association respectfully. In 2010 Rod was inducted as a Senior Fellow in the American Leisure Academy, which recognizes him as an outstanding scholar in the field of recreation and leisure in the United States. In 2012 Rod was inducted as a Senior Fellow in the World Leisure Academy, which recognizes him as an outstanding international scholar in the field of recreation and leisure.

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COURSE OVERVIEW

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:

Dieser, R. B., (2013). *Leisure education: A person-centered, system-directed, social policy perspective*. Champaign, IL: Sagamore

Kirschbaum, E. (2013). *Rocking the wall: The Berlin concert that changed the world*. New York: Berlinica.

Strasburger, V. C., Wilson, B. J., & Jordan, A. B. (2014). *Children, adolescents and the media (3rd ed)*. Los Angeles, CA: Sage.

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/Illogical

- 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.

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, up-loading files, etc. Support is available Monday - Thursday, 8am - 9pm and Friday 8am - 5pm.