

# EMTA Grant Proposal Presentation

Pete Dobmeier & Lisa LaBrake

Sweet Home High School

(716) 250-1200

[pdobmeier@shs.k12.ny.us](mailto:pdobmeier@shs.k12.ny.us); [llabrake@shs.k12.ny.us](mailto:llabrake@shs.k12.ny.us)

# NU Mass Media: Communication for Social Justice: COM 101



- Created in summer 2009
- Grew from interest of students / teachers of upper level communications course
- Began with four classes composed of seniors who have an interest in communications
- 25+ students in each class
- Support from Niagara University & Sweet Home HS



# Learning Goals for NU Mass Media

- The Department of Communication Studies has five objectives for its students:
- D1) Students will be able to write effectively for print, video and web formats;
- D2) Students will be able to write, shoot and produce stories with a visual component;
- D3) Students will appreciate the nature of media institutions and understand the management of media content;
- D4) Students will become critical consumers of mass media;
- D5) Students will appreciate the importance of using mass media and information technologies to meet human needs and serve the common good.

# Learning Goals continued...

Based on these objectives at the conclusion of this course, in accordance with departmental and University -wide objectives, students will:

- C1) Understand and explain the historical emergence of mass media forms (see D3);
- C2) Explain key concepts and trends in the emergence, use and research of mass media (see D3 and D4);
- C3) Demonstrate differences in how each mass medium deals with social issues (see D3, D4, D5);
- C4) Be able to research and cite sources appropriate to the research of mass media (see D1)

# Our Proposal for the EMTA Grant

- Objective: to enhance the final paper / documentary; provide more opportunities for students to use technology
- Needed support: technology
- Purchases: digital video cameras, flash drives, and microphone



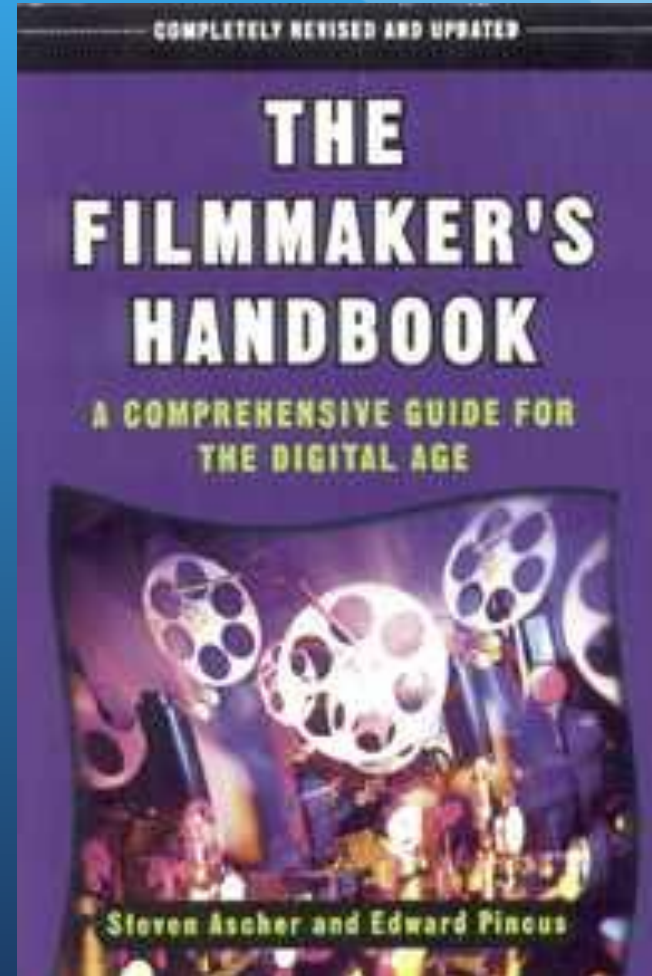
# Project Outline



- Select topic related to media controversy
- Documentary style analysis of issue
- Write paper (individual parts and then compose as a group)
- Interview potential people for documentary
- Edit documentary / produce into final product

# Group Evaluation of documentary

- Concept
- Teamwork
- Storyboard
- Research
- 7 Elements
- Editing

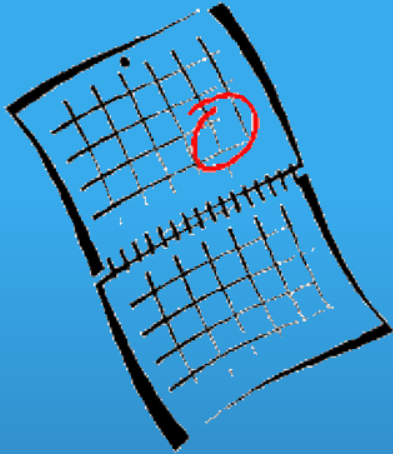


# Individual Evaluation of Documentary

- Effective Use of Time
- Submission of Release Forms and Interview Notes
- Evidence of Research
- Writing Conventions and Format

# Timetable of Project

- Introduce the paper / documentary: 1 day
- Topic selection / essential question generator: 1 day
- Research and use Cornell notetaking system: 2 days
- View sample documentaries / assess: 2 days
- Rough draft of paper due; share / conference with rough drafts: 3 days



## Timetable of project continued...

- Hand in final paper / review with turnitin.com: 1 day
- Begin to construct storyboard for documentary: 3 days
- Begin interviewing/ using cameras: 4 days
- Edit interviews / construct documentary using I Movie: 6 - 8 days
- Share student documentaries in class / assess: 2 days

# Resources

- Ascher, E., & Pincus, S. (1984). *The Filmmaker's Handbook* (Reissue ed.). Chicago: Dutton/Plume. 7 Elements of Documentaries
- Lambert, J. (2003). Seven Elements. *Digital Storytelling Cookbook and Traveling Companion* (pp. 9-19). Berkeley, CA: Digital Diner Press.
- Media That Matters website:  
<http://www.mediathatmattersfest.org/>

# Learning Outcomes - Student Understandings

- Documentaries provide snapshots of reality, but can also be used to promote social agendas.
- Opposing viewpoints exist regarding a number of media-related issues.
- Effective and ethical media production requires planning and responsibility.

# Learning Outcomes - Skills Acquired

*Students were able to:*

- Distinguish important from unimportant facts in texts
- Analyze the relationship between message and medium
- Synthesize their own viewpoints based on opposing arguments
- Apply prior knowledge in new contexts
- Plan and produce critical research papers
- Express knowledge and skills through an authentic performance task (the documentary)

# Q & A

- Questions?
- Pete Dobmeier: [pdobmeier@shs.k12.ny.us](mailto:pdobmeier@shs.k12.ny.us)
- Lisa LaBrake: [llabrake@shs.k12.ny.us](mailto:llabrake@shs.k12.ny.us)

# Documentary Samples

- The Effect of Television on Children's Behavior
- Ignorance or Awareness: The Media's Portrayal of African Americans
- The Effects of Technology on Social Interaction
- The Effect of the Media on Our Legal System