This course will have both synchronous and asynchronous lectures throughout the semester.

This Summer 2021 course will be offered entirely online as part of the University’s plan to ensure everyone’s safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin. If you will not be able to participate in scheduled synchronous class sessions owing to time differences, then you should arrange to take this course when it is offered in-person in the future.

### Instructor: Brenda McDermott PhD
### Email: bemcderm@ucalgary.ca
### Web Page: D2L (access via MyUofC portal)
### Office Hours: 5:00 PM - 6:00 PM on Wednesdays or by appointment

#### Course Description
From Babar to Barbie, this course examines a variety of media and objects created for children. Using a variety of critical media lenses, students will uncover how these objects reveal more about the beliefs of the adults who created them than the children who consumed them. Emphasis will be given to case studies to provide students with experience in conducting research.

#### Additional Information
The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

Weekly asynchronous videos on the course topics will be available on the Monday of the Week. The video will be available throughout the semester so student can rewatch the content as needed.

The following synchronous sessions are required for the course:
- Course Welcome and Practice In-Class Activity: Tuesday, June 29, 1:00-3:45 PM
- In-Class Collaborative Short Activity 1: Thursday, July 8, 1:00-3:45 PM
- In-Class Collaborative Short Activity 2: Thursday, July 15, 1:00-3:45 PM
- In-Class Collaborative Short Activity 3: Thursday, July 22, 1:00-3:45 PM
- In-Class Collaborative Short Activity 4: Thursday, July 29, 1:00-3:45 PM
Objectives of the Course
By the end of this course, students should be able...

- To explain the notion of childhood as a socio-cultural construction
- To define media texts, including traditional media, new media, as well as experiences and physical places
- To describe the shifting constructions of children through media, including key moral panics
- To analyze children’s media through the lens of critical media studies, considering factors such as gender and race
- To conduct and present a case study research project, involving a close reading of a media text using critical media studies concepts

Textbooks and Readings
This course does not have a required textbook, but rather uses a series of articles and book chapters available through the UCalgary Library. A list of readings is included at the end of the outline.

Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices
This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone.

If you have technical difficulties, contact the university’s IT department. For more information, see [https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html](https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html)

Synchronous classes will focus on experiential learning in small groups and will **not** be recorded. All asynchronous lectures will be available in video format through the UCalgary Yuja platform. These lectures are for individual study purposes. Please carefully review the section on Instructor Copyright at the end of this outline.

Assignments and Evaluation
Detailed assignment outlines and grading rubrics are available on D2L under the assignment folder.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Assessed Components</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>In-Class Collaborative Short Activities (Best 4 out of 5): In small groups, students will design a Google Jamboard based on the week’s content and instructor-provided prompt questions. The activities are designed to be completed during the allotted class time, but students will have up to the following class to complete the activity.</td>
<td>In-class as scheduled</td>
</tr>
<tr>
<td>Percentage</td>
<td>Assignment Description</td>
<td>Due Date</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>20%</td>
<td><strong>Moral Panic Analysis:</strong> Students will complete a 3-4-page (double-spaced) analysis of a contemporary moral panic regarding a children’s media product (list provided by the instructor) using course readings.</td>
<td>July 20</td>
</tr>
<tr>
<td>25%</td>
<td><strong>Case Study:</strong> Students will select a licensed children’s media product or toy and analyze it using two critical media approaches from the course. Students can choose to complete the assignment as either an essay-style paper (5-6 pages) or a PowerPoint presentation with a voice-over (15-20 minutes).</td>
<td>August 10</td>
</tr>
<tr>
<td>10%</td>
<td><strong>Studio Group Feedback:</strong> Students will share a detailed outline of their case study with members of their studio groups—including case description, a summary of critical media approaches used and preliminary close reading of the case. Students should self-organize to ensure that each member receives feedback from two other students, following the instructor-provided template.</td>
<td>Outline: July 29 Feedback: August 3</td>
</tr>
<tr>
<td>25%</td>
<td><strong>Take-Home Exam:</strong> Using D2L, students will complete four short answer questions (approx. 200 words) and one long comparative response (approx. 500 words). The exam will address concepts from the whole semester. Students will need to use two classmates' case studies (from the studio groups) to support the comparative response. The Take Home Exam will be available by August 10, 2021</td>
<td>August 17</td>
</tr>
</tbody>
</table>

**Registrar-scheduled Final Examination:** NO

**Note:** You do not have to complete all the assignments and exams in order to receive a passing grade in this course.

**Submission of Assignments**
Please submit all assignments electronically by uploading them to the designated D2L dropbox (unless instructed otherwise in the assignment guidelines). Include your name and ID number on all assignments. It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

**Policy for Late Assignments**
A 5-day ‘Late Bank’ will be provided for the Moral Panic Analysis and Case Study (Final Submission). Use these days at your discretion and without explanation. This is designed to provide you with some flexibility regarding personal situations, workload management or other concerns that may arise. You do not need to let the instructor know ahead of time that you are using days in your Late Bank. As you submit your work, simply note in the Dropbox that you are using X number of Late Bank days.

Once your Late Bank days are used up, late assignments will be deducted 5% per day or a partial letter grade (e.g.: A- to B+) for each day late.

*The Late Bank cannot be used for the In-Class Collaborate Short Activities, Studio Group Feedback, and Take-Home Exam. Late Submission of In-Class Collaborative Short Activities*
and Studio Group Feedback will be deducted 5% per day or a partial letter grade (e.g.: A- to B+) for each day late. Late Submissions for the Take-Home Exam will not be graded and will earn an automatic F.

Student Accommodations
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the University Calendar: https://www.ucalgary.ca/pubs/calendar/current/m-1.html. Also see FAQs for Students: https://www.ucalgary.ca/registrar/registration/appeals/student-faq

Expectations for Writing
Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the University of Calgary Calendar section on writing across the curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

Grading & Department of Communication, Media and Film Grade Scale
The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, percentage grades will be used for all assessments following the rubrics on D2L.

<table>
<thead>
<tr>
<th>Grade Point Value</th>
<th>Description</th>
<th>Grade</th>
<th>Dept of CMF grade scale equivalents*</th>
<th>Letter grade % equivalent for calculations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>Outstanding performance</td>
<td>A+</td>
<td>96 - 100%</td>
<td>98.0%</td>
</tr>
<tr>
<td>4.00</td>
<td>Excellent performance</td>
<td>A</td>
<td>90 - 95.99%</td>
<td>93.0%</td>
</tr>
<tr>
<td>3.70</td>
<td>Approaching excellent performance</td>
<td>A -</td>
<td>85 - 89.99%</td>
<td>87.5%</td>
</tr>
<tr>
<td>3.30</td>
<td>Exceeding good performance</td>
<td>B+</td>
<td>80 - 84.99%</td>
<td>82.5%</td>
</tr>
<tr>
<td>3.00</td>
<td>Good performance</td>
<td>B</td>
<td>75 - 79.99%</td>
<td>77.5%</td>
</tr>
<tr>
<td>2.70</td>
<td>Approaching good performance</td>
<td>B-</td>
<td>70 - 74.99%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Minimum</td>
<td>Maximum</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Exceeding satisfactory performance</td>
<td>65 - 69.99%</td>
<td>67.5%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>60 - 64.99%</td>
<td>62.5%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>Approaching satisfactory performance</td>
<td>55 - 59.99%</td>
<td>57.5%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td>
<td>53 - 54.99%</td>
<td>54.0%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Minimal pass. Insufficient preparation for subsequent courses in the same subject</td>
<td>50 - 52.99%</td>
<td>51.5%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure. Did not meet course requirements.</td>
<td>0 - 49.99%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

**Plagiarism**

Students are expected to follow the APA 7th edition in this course for all citations.

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at [https://ucalgary.ca/student-services/student-success/writing-support](https://ucalgary.ca/student-services/student-success/writing-support) or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research_and_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to [https://success.ucalgary.ca/home.htm](https://success.ucalgary.ca/home.htm)

**Instructor Intellectual Property & Copyright Legislation**

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright [www.ucalgary.ca/policies/files/policies/acceptable-use-of-](www.ucalgary.ca/policies/files/policies/acceptable-use-of-)
material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

**Academic Misconduct**
For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at [http://www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html)

**Research Ethics**
Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see [https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics](https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics)

**Deferrals of Course Work and Requests for Reappraisal**
For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: [https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html](https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html)

**Student Support Services and Resources**
Please visit [https://www.ucalgary.ca/registrar/registration/course-outlines](https://www.ucalgary.ca/registrar/registration/course-outlines) for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit [http://elearn.ucalgary.ca/desire2learn/home/students](http://elearn.ucalgary.ca/desire2learn/home/students). IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

**Schedule of Lecture Topics and Readings**
(Sources are available through UCalgary Library or posted in D2L via Leganto)

**Week 1 (June 29): Emergence of Childhood and Children’s Culture**

**Asynchronous Videos available on Monday, June 28, 8:00AM**

**Synchronous Session - Course Welcome and Practice In-Class Activity: Tuesday, June 29, 1:00-3:45 PM**

**Required Readings**
• Rose, J. (1993). *The case of Peter Pan, or, the impossibility of children's fiction*.
  
  Taylor and Francis, pp. 126-133.
  
  

**Supplemental Readings**

  
  

**Week 2 (July 6/8): Moral Panics—Cinema, Comic Books, and Video Games**

**Asynchronous Videos available on Monday, July 5, 8:00AM**

**Synchronous Session - In-Class Collaborative Short Activity 1: Thursday, July 8, 1:00-3:45PM**

**Required Readings**

  
  

**Supplemental Readings**

  
  • Rose, J. (1993). *The case of Peter Pan, or, the impossibility of children's fiction*.
  
  Taylor and Francis, pp. 126-133.
  
  


Week 3 (July 13/15): Corporate Interest in Childhood—Disney, Saturday Morning Cartoons, and Beyond

**Asynchronous Videos available on Monday, July 12, 8:00AM**

**Synchronous Session - In-Class Collaborative Short Activity 2: Thursday, July 15, 1:00-3:45 PM**

**Required Readings**


**Supplemental Readings**


11(1), 72–90. https://doi.org/10.1163/18739865-01101005

Week 4 (July 20-22): Educational Media—Possibility or Problem
Asynchronous Videos available on Monday, July 19, 8:00AM

Synchronous Session - In-Class Collaborative Short Activity 3: Thursday, July 22, 1:00-3:45 PM

Required Readings
    o available at: https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1876285921000085

Supplemental Readings
    o available at: https://eric.ed.gov/?id=EJ1254839

Week 5 (July 27/29): Thinking Beyond the Screen –Toys, Games, and Spaces
Asynchronous Videos available on Monday, July 26, 8:00AM
Synchronous Session - In-Class Collaborative Short Activity 4: Thursday, July 29, 1:00-3:45 PM

Required Readings

Supplemental Readings
  - available at: http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1371/journal.pone.0218315

Week 6 (August 3/6): New Media Comes with Old Concerns

Asynchronous Videos available on Monday, August 2, 8:00AM
Synchronous Session - In-Class Collaborative Short Activity 5: Thursday August 5, 1:00-3:45 PM

Required Readings

**Supplemental Reading**

  o available at: https://www.mdpi.com/2071-1050/12/22/9337

**Week 7 (August 10:) Adulting Children’s Culture**

**Asynchronous Videos available on Monday, August 9, 8:00AM**

**Synchronous Session - Take-Home Exam Review and Discussion: Tuesday, August 10, 1:00-2:30 PM**

**Required Readings**


**Supplemental Reading**

  o available at: 