# graduate CURRICULUM COMMITTEE PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page Scroll over blue text to see further [instructions](#4f1mdlm)

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#30j0zll) | **CURR 501: Digital Media Literacy** |  |
| [Replacing](#2et92p0)  | **CURR 501: Media Literacy, Popular Culture and Education** |
| A.2. [Proposal type](#tyjcwt) | **Course: revision** |
| A.3. [Originator](#1t3h5sf) | **Lesley Bogad** | [Home department](#4d34og8) | **Educational Studies** |
| A.4. [Rationale](#2s8eyo1) | This media literacy course has been offered almost every summer since 2001. The original course focused primarily on issues of media ANALYSIS and critical CONSUMPTION. It was designed for teachers who wanted to bring new literacy tools to their students. However, over the span of 18 years, the conversations around new media, instructional technology, popular culture and digital space have dramatically changed the needs of K-12 teachers. Teachers now need more than the tools of critical media literacy — they now also need to make, produce, create, design and practice the skills of digital media and technology to use with their students.Over the past several years I have been experimenting with new curriculum and my students from summer 2015 and summer 2016 pushed me to adjust this course so to allow for more hands-on production of instructional technology. I am requesting a course title change, and that this course be revised from a 3-credit course to a 4-credit course to accommodate the additional content and instructional time needed to meet these needs. I piloted the 4 credit model as CURR 550 in summer 2017 and 2018 and it was very successful, drawing as many graduate students as prior years. |
| A.5. [Date submitted](#17dp8vu) | **April 2019** | A.6. [Semester effective](#3rdcrjn) | **Summer 2020** |
| A.7. [Resource impact](#2u6wntf) | [*Faculty PT & FT*](#26in1rg):  | **None** |
| [*Library*:](#lnxbz9) | **None** |
| [*Technology*](#35nkun2) | **None** |
| [*Facilities*](#1ksv4uv): | **None** |
| A.8. [Program impact](#44sinio) | **ASTL, TESL** |
| A.9. [Student impact](#2jxsxqh) | Graduate students in TESL and ASTL can use this course as a technology requirement or elective and it would increase their plans of study by one credit. For the past two years, I have run the course as a 4 credit pilot with no negative impact.  |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place: Check the “Forms and Information” page for updates. [Catalog page](#z337ya)[.](#z337ya)  [Where are the catalog pages](#z337ya)? [Several related proposals](#z337ya)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. |

B. [NEW OR REVISED COURSES](#19c6y18)

|  |  |  |
| --- | --- | --- |
|  | Old ([for revisions only](#3tbugp1)) | New |
| B.1. [Course prefix and number](#3j2qqm3)  | **CURR 501** | **CURR 501** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#1y810tw)  | **Media Literacy, Popular Culture and Education** | **Digital Media Literacy** |
| B.4. [Course description](#4i7ojhp)  | This intensive course will provide conceptual and practical tools to help educators integrate media literacy into K-16 classrooms. Specific attention to cultural studies and social justice perspectives to literacy. | Over two weeks, student will engage conceptual and practical tools to help them integrate media literacy and digital technology into K-16 classrooms. Specific attention to social justice perspectives on education. |
| B.5. [Prerequisite(s)](#2xcytpi) | **none** | **none** |
| B.6. [Offered](#28h4qwu) | **Summer**  | **Summer** |
| B.7. [Contact hours](#1ci93xb)  | **3 (45 hours over intensive 2 weeks)** | **4 (60 hours over intensive two weeks)** |
| B.8. [Credit hours](#3whwml4) | **3** | **4** |
| B.9. [Justify differences if any](#2bn6wsx) |  |
| B.10. [Grading system](#nmf14n)  | **Letter grade** | **Letter grade**  |
| B.11. [Instructional methods](#qsh70q) | **Lecture | Small group | Individual**  | **Lecture | Small group | Individual |****20% online** |
| B.12.[Categories](#3as4poj) | **Free elective**  | **Free elective**  |
| B.13. [How will student performance be evaluated?](#1pxezwc) | **Attendance | Class participation | Presentations | Papers |** **Class Work | Projects |**  | **Attendance | Class participation | Presentations | Papers |** **Class Work | Projects |** |
| B.14. [Redundancy statement](#49x2ik5) |  |  |
| B. 15. Other changes, if any |  |

|  |  |  |
| --- | --- | --- |
| B.16**.** [**Course learning outcomes**](#2p2csry) | [**Standard(s)**](#1mrcu09) | [**How will they be measured?**](#46r0co2) |
| Rethink and reframe traditional educational models | FSEHD Outcome 2, 3 | Class work; Blog Assignments |
| View, analyze and interpret media as an ideological text | FSEHD Outcome 2, 3 | Blog Assignments |
| Become aware of digital tools to enhance teaching, learning and life tasks in new ways | FSEHD Outcome 1, 2, 3 | Class work; App Research Project |
| Produce new media and digital texts that can be applied to educational environments | FSEHD Outcome 1, 2 | Create and Maintain Blog; New Media Curriculum Unit |
| Construct a vision of The Why of your practices with youth | FSEHD Outcome 3, 5 | Philosophy of Practice paper |

|  |
| --- |
| B.17. [**Topical outline**](#147n2zr) |
| I. 1. Youth and New Media a. Social Constructions of Youth b. Reading Digital Natives c. Reading Race, Class, Gender and Sexuality II. 2. Critical Pedagogy and Educational Reform a. Discourse and Ideology in Schools b. The Educational Crisis of Significance c. Challenging Dominant Assumptions About LearningIII. 3. Media as Ideology a. Theories of Spectatorship b. Pleasure and Critique c. Political Economy d. Sites of AnalysisIV. 4. Consumers vs. Producers a. Tools and Toys: Exploring Maker Spaceb. b. New Media as Curriculum c. New Media as Assessment5. Making New Media for 21st Century Learninga. Finding the “Why?” of your Pedagogyb. Lesson Planning and Standardsc. Teachers as Agents of Changed. Students as Agents of Change |
|  |

## D. Signatures

##### D.1. Approvals

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#_2lwamvv) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Julie Horwitz or Gerri August | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#3fwokq0)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#1v1yuxt) | Date |
| Brittany Richer | Director, ASTL |  |  |
| Sarah Hesson or Leila Rosa | Director, TESL |  |  |