# GRADUATE CURRICULUM COMMITTEE (GCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

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| A.1. [Course or program](#bookmark=id.30j0zll) | **New course: SED 503: Discourses, Literacies, and Technologies of Learning** | | |  |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | **Course creation** **(for FSEHD MAT Secondary Education Program)** | | |
| A.3. [Originator](#bookmark=id.2et92p0) | **Lesley Bogad** | [Home department](#bookmark=id.3dy6vkm) **Educational Studies** | | |
| A.4. [Context and Rationale](#bookmark=id.1fob9te) | This is the third course in the pedagogical sequence of the MAT Secondary Education program, following SED 501, which focuses on lesson planning, and SED 502, which focuses on assessment. Those courses replaced SED 506, and this course, along with SED 505 and 516 (which will have separate course proposals), replaces SED 407.  This course builds on the skills and practices learned in SED 501 and SED 502 with three main tenets: educational discourses, student and disciplinary literacy practices, and digital technologies as teaching tools. This two credit/seven week course with five hours of clinical preparation will be taken by all candidates in secondary education in the first seven weeks of the semester. In the next seven weeks of the semester, candidates in English will then take SED 516, which is focused on the Humanities. Candidates in Mathematics will take SED 505, which is focused on STEM. Both SED 516 and SED 505 are also two credits/seven weeks. While these courses are offered “concurrently” in the same semester, students who do not pass SED 501 can still continue in 516/505 and retake 501 in a different semester.  In SED 503, candidates will review and discuss some of the key discourses in the field of education, particularly in the area of policy, which was not addressed in the previous program. Candidates will learn about how social and economic policies affect educational policies, and take a critical theoretical perspective on how educational policy discourses shape how students, particularly students of color, multilingual students, and students with disabilities are positioned in schools. In addition, candidates will explore the discourses specific to their disciplines, including their SPA (Specialized Professional Association), RIDE, and districts.  In the context of studying discourses, candidates will also learn to identify and engage in the critical literacy practices of their disciplines, and how to teach those literacy practices to students with various funds of knowledge and lived experiences.  This will lead to analyzing the role of students’ digital literacies in learning in and outside of school; and learning to effectively apply technology/technologies available (digital platforms, social media, etc.) for planning, teaching & communication with students, colleagues, and parents.  The main goal of this course is for candidates to see themselves, their discipline, students and families as part of the larger political, economic, and social landscape of public K-12 education. | | | |
| A.5. [Student impact](#bookmark=id.2jxsxqh) | Students in the MAT Secondary Education programs take this course as part of the methods sequence which is part of the overall redesign. | | | |
| A.6. [Impact on other programs](#bookmark=id.z337ya) | This course will be required of all students in the MAT Secondary Education programs. | | | |
| A.7. [Resource impact](#bookmark=id.3j2qqm3) | [*Faculty PT & FT*](#bookmark=id.1y810tw): | **FSEHD faculty will teach this course.** | | |
| [*Library*:](#bookmark=id.4i7ojhp) | **None** | | |
| [*Technology*](#bookmark=id.2xcytpi) | **None** | | |
| [*Facilities*](#bookmark=id.1ci93xb): | **None** | | |
| A.8. [Semester effective](#bookmark=id.gjdgxs) | **Fall 2020** |  |  | |

B. [NEW OR REVISED COURSES](#bookmark=id.3whwml4)

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|  | New |
| B.1. [Course prefix and number](#bookmark=id.2bn6wsx) | SED 503 |
| B.3. [Course title](#bookmark=id.qsh70q) | Discourses, Literacies, and Technologies of Learning |
| B.4. [Course description](#bookmark=id.3as4poj) | Candidates learn about educational policy discourses, engage in the literacy practices of their discipline, and enhance their knowledge of digital literacies for teaching and communication. 5 hours clinical preparation. |
| B.5. [Prerequisite(s)](#bookmark=id.1pxezwc) | SED 501 and SED 502 (with minimum grade of B-), or permission of department chair; |
| B.6. [Offered](#bookmark=id.49x2ik5) | **Spring | Summer |** |
| B.7. [Contact hours](#bookmark=id.2p2csry) | **2** |
| B.8. [Credit hours](#bookmark=id.147n2zr) | **2** |
| B.10. [Grading system](#bookmark=id.3o7alnk) | **Letter grade |** |
| B.11. [Instructional methods](#bookmark=id.23ckvvd) | **| Lecture | Small group | Individual | Clinical preparation** |
| B.12.[Categories](#bookmark=id.ihv636) | **Required for Program | Required for Certification** |
| B.15. [How will student performance be evaluated?](#bookmark=id.32hioqz) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes | Projects |** |

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| B.18**.** [**Course learning outcomes**](#bookmark=id.35nkun2)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.lnxbz9)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.26in1rg)**?** |
| * Identify and analyze her/his own beliefs and literacy practices and how they shape her/his identities as learners and future teachers. | FSEHD 1  \*RIPTS 10 | * Literacy Memoir |
| * Take a critical theoretical perspective on how educational policy discourses shape how students, particularly students of color, multilingual students, and students with disabilities, are positioned in schools. | FSEHD 3  RIPTS 1, 3, 4 | * Active class engagement: discussions, weekly blogs or journal posts |
| * Identify and participate in the literacies of their specific academic discipline. | FSEHD 1,4  RIPTS 2 | * Active class engagement: discussions, weekly blogs or journal posts |
| * Explore youth literacy practices from different groups and how they intersect (or do not) with school discourses. | FSEHD 3, 4  RIPTS 1, 3-6, 8 | * Active class engagement: discussions, weekly blogs or journal posts * Inquiry assignment |
| * Develop a lesson on the academic discourses of their discipline. | FSEHD 1  RIPTS 2 | * Active class engagement: discussions, weekly blogs or journal posts * Lesson Plan using the \*\*RI-ICEE aligned format |
| * Analyze the role of students’ digital literacies in learning in and outside of school. | FSEHD 1, 2, 3  RIPTS 1, 3, 5 | * Active class engagement: discussions, weekly blogs or journal posts |
| * Effectively apply technology/   technologies available (digital platforms, social media, etc.) for planning, teaching & communication with students, colleagues, and parents. | FSEHD 1, 2, 3, 4  RIPTS 2-5, 8 | * Lesson Plan using the RI-ICEE aligned format |

\*RIPTS: Rhode Island Professional Standards

\*\* the RI-ICEE is the required observation instrument used throughout the FSEHD and based on RIDE standards.

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| B.19. [**Topical outline**](#bookmark=id.1ksv4uv)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Educational Discourses** 2. How social and economic policies relate to educational policies and discourses 3. How policy decisions relate to the discourses about certain groups, particularly the disenfranchised 4. What it means to take a critical theoretical perspective 5. Identifying and exploring the competing discourses around the field of education, different disciplines, and students 6. **Literacy Practices** 7. Understand and apply the New Literacy Studies (NLS) approach to literacy practices 8. Discuss what counts as a text and what literacy practices are required to read different texts 9. Read the key texts of her/his discipline and students 10. **Digital Literacies** 11. Analyze the role and impact of digital media in students’ lives 12. Determine meaningful and effective ways for students to be critical consumers and creators of digital media 13. Apply different technologies for teaching and communication with students, parents, colleagues and community members. |
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##### D.1. Approvals:

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| Name | Position/affiliation | [Signature](#_heading=h.1hmsyys) | Date |
| Jeannine Dingus-Eason | Dean, FSEHD |  |  |
| Lesley Bogad | Chair, Educational Studies |  |  |