Term Information

Effective Term: Spring 2014
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Remove Middle Childhood from title and add “early” to the course description.

What is the rationale for the proposed change(s)?
This course has been adapted to meet standards in both the Early and Middle programs, thus the title is not an accurate reflection of the licensure bands.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5226
Course Title: Literacy, New Media, and Creative Pedagogies for Classrooms
Previous Value: Literacy, New Media, and Creative Pedagogies for Middle Childhood Classrooms
Transcript Abbreviation: LiteracyMedia
Previous Value: LiteracyMediaMidCh
Course Description: Focuses on active and creative approaches to literacy education (including visual and performing arts) that draw on new media and are particularly useful in early and middle childhood classrooms.
Previous Value: Focuses on active and creative approaches to literacy education (including visual and performing arts) that draw on new media and are particularly useful in middle childhood classrooms.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark
Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions  Not open to students with credit for 854

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1203
Subsidy Level Masters Course
Previous Value Doctoral Course
Intended Rank Senior, Masters

Quarters to Semesters

Quarters to Semesters  Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course EduTL 854.07, 854.20 & 854.70 Reading in the Social Setting

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details
Course Change Request
5226 - Status: PENDING
Last Updated: Odum, Sarah A.
10/11/2013

Course goals or learning objectives/outcomes

• Develop a general knowledge of Ohio Standards for the English Language Arts 4-9 grades and how these relate to active and new media approaches to literacy education
• Develop lesson plans that account for standards and the specific needs of students as they read, listen, talk and write about literary texts
• Develop assessment tools appropriate for evaluating change in students’ understanding and production of media projects
• Identify new media resources appropriate for understanding and developing students’ critical, creative use of literacy skills
• Develop a digital story or other use of new media that illustrates the value of new media in literacy education
• Participate in and analyze active approaches to literacy education that are based in drama, movement, and inquiry theory and pedagogy
• Based on Ohio Standards for English Language Arts 4-9, develop plans and assessments that engage students in active approaches to learning and performing their knowledge
• Based on Ohio Standards for English Language Arts 4-9 and the Standards for Performing and Visual Arts Education 4-9, use active approaches to plan for, pre-assess, teach, and assess students’ reading of literary and non-fiction texts
• Recognize and use the research reports on new media and active approaches in literacy education to support innovation in teaching, learning, and assessment

Content Topic List

• Ohio Standards for English Language Arts 4-9 and Ohio Standards for Performing and Visual Arts Education 4-9; Introduction to research and pedagogies for new media and digital storytelling in literacy education
• Research and pedagogy related to active approaches for teaching and learning with literary texts; Intro to active approaches for teaching and learning with nonfiction texts
• Selecting and juxtaposing media resources and drama and movement approaches that expand the purposes, audiences, and learning in middle childhood literacy education; Pre-, during, and post- assessment planning and implementation
• Implement and analyze the value, limitations, and outcomes for students when new media and active approaches are integral to literacy education

Attachments

• 5226 syllabus.docx: syllabus
  (Syllabus. Owner: Odum, Sarah A.)

Comments

• Approved by GSC. (by Mercerhill, Jessica Leigh on 10/09/2013 02:05 PM)

Workflow Information

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The Ohio State University  
College of Education and Human Ecology  
Education T&L 5226 (3 sem hrs)  
Literacy, New Media, and Creative Pedagogies for Middle Childhood Classrooms  
Fall 2012

Dr. Mollie Blackburn  
Associate Professor, T&L  
Office Hours: Thursdays, 9-11am and by appointment  
Office: 222 B Ramseyer Hall, 29 West Woodruff Avenue  
Phone: 614-247-7310  
E-mail: mblackburn@ehe.osu.edu

Ms. Ashley Dallacqua  
Teaching Assistant, T&L  
E-mail: dallacqua.1@osu.edu

Class Meetings: Wednesdays, August 29-December 12, from 10 to 12:18pm in Arps 274

Course Description  
This course reflects the need to incorporate 21st century media and active approaches to teaching and learning in the literacy educations of young adolescent students. These approaches require considerable skill with managing text, images, sounds, and timing in order to develop themes, arguments, and relationships among ideas.  

These approaches include the use of digital storytelling, dramatized and interactive approaches to text interpretation, and visual representation choices that juxtapose and support meaning-making through writing, talking, listening, and reading. The aim of these approaches is to expand the creative strategies, resources, purposes, and audiences for youth literacies in school and afterschool settings.

Course Objectives  
Students will…  
…develop a general knowledge of Ohio Standards grades 4-9 and how these relate to active and new media approaches to literacy education.  
…develop unit plans that account for standards and the specific needs of students as they read, listen, talk and write about literary texts.  
…develop assessment tools appropriate for evaluating change in students’ understanding and production of media projects.  
…identify new media resources appropriate for understanding and developing students’ critical, creative use of literacy skills.  
…develop a digital story or other use of new media that illustrates the value of new media in literacy education.  
…participate in and analyze active approaches to literacy education that are based in drama, movement, and inquiry theory and pedagogy.  
…develop plans and assessments that engage students in active approaches to learning
and performing their knowledge.
…use active approaches to plan for, pre-assess, teach, and assess students’ reading of literary and non-fiction texts.
…recognize and use research reports on new media and active approaches in literacy education to support innovation in teaching, learning, and assessment.

Texts

Expectations
Attendance, Preparation, & Participation (20%)
You are expected to be present and punctual at each class meeting and one out-of-class event. (Details about the event to follow.) You are expected to stay through the duration of each class meeting and the event. This is a course requirement. If you cannot meet this requirement, please contact me in advance via phone or e-mail.

Full participation and collaboration from all students is expected. Full participation does not necessarily mean a lot of talking (in fact, dominating discussions is not valued), but it does mean thoughtful and attentive participation. Such participation will require that you read and journal outside of class.

You will be assessed on your attendance, preparation, and participation.

Assignments
Reading Applications (20%)
For our 5 class readings, you will submit provocative questions on Carmen about the readings by 2pm on the Monday before we meet for class. For each of these class meetings, you will be assigned a small group, based on your submission. As a small group, you will discuss the readings. For the first 2 readings, you will discuss in a single class period. For the next 2, you will discuss over two class periods. As your discussion concludes, your group will craft a recommendation for teachers, which you will share and submit on Carmen. One group member should take notes, another should share, and another should post your recommendation on Carmen. No one person should assume more than one of these roles.

Media that Matters Film Project (30%)
This project is designed to expose you to some engaging media projects that young people are doing and to prompt you to work with your classmates to craft ways of using these media projects to provoke your students to engage in their own projects. As a small
group, your classmates and you will select a film from the Media Matters Film Festival at http://www.mediathatmattersfest.org/ Your selection should be grounded in a rationale that may be related to content area, content integration, pertinence to context, or anything else that you as a group deem important. Then, you will work together to analyze the film you select. Next, you will draw on state standards to plan ways of preparing students to watch the film and to extend their engagement with the topic presented in the film. This plan will include pre and post assessments. You will do most of this work in class. There are two products for this project: a paper and a presentation. Both represent the work of the group (not any one of you).

**Community Project (30%)**

This project is designed to help you get to know your students’ communities via a wide array of resources. You will focus on the community of your fall school placement. You may take a narrow or broad conception of this, so, for example, just around your school, or around a collection of schools that are geographically close to one another. Each group member will identify 4 resources for providing them information about the community of focus. Only 1 of the 4 can be a traditional print-based text. The other 3 may include interviews with parents or community leaders, observations of school events, observations of community events beyond the school, viewing of films related to the area, explorations of websites related to the area, etc. Gathering visual resources, in particular, will be helpful. As a group, you will select an additional resource per person. The purpose of this 5th resource is to answer any questions that arise for your exploration. Together, you will choose and produce media representing the community of focus to share with people who will be spending their spring there. Your final product should be representative of the media as new literacies ideas from *DIY Media in the Classroom* (ex: video, zine, community blog, community facebook page, etc).

**Assessment**

You, as students, and we, as instructor and teacher’s assistant, will assess your attendance, preparation, and participation; your reading applications; your media that matters film project; and your community project using rubrics that I have drafted and we have edited and revised together. Your group members will also assess your contributions to the media that matters film project and community project.

The grading scale is the official OSU grading scale:

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In general, I do not prefer to give incompletes. If circumstances require that you take extra time to complete this course, the default grade will be an E, and the highest grade possible will be a B.
If you have questions about your grade, please contact me as soon as possible.