Contact Name: Margaret Hagood    Email: hagoodm@cofc.edu    Phone: 8439533377

Department Name: TEDU  Graduate Program name: MTLA (New Literacies Strand)

Course Prefix, Number, and Title: MTLA XXXX: Literacies, Identities, and Pop Culture Texts

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>X □ New Course</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td>(attach syllabus*)</td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
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<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
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<td></td>
<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
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<tr>
<td></td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
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<td></td>
<td>□ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)</td>
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</tbody>
</table>

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Spring 2014

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

N/A

Will this course be added to the Degree Requirements?

a) X☐ Yes ☐ No

b) If yes, explain

This course will become one of seven elective courses offered within the new literacies strand of the MTLA program.

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours | 3

Is this course repeatable? ☐ yes ☑ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

Title and Description:
MTLA XXXX: Literacies, Identities, and Pop Culture Texts

This course examines relations between literacies, pop culture, and identities in education. Topics include definitions and uses of pop culture (including digital media) and theories of identities and connections to mass media, cultural studies, media literacy education and to critical literacies. Strategies for culturally relevant pedagogy using literacies standards will be covered.
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This new course reflects the focus of the new literacies strand within the MTLA program on teaching, learning, and advocacy specific to issues related to definitions of literacies that involve sociocultural learning theories involving identities and pop culture. In the focus on culturally relevant teaching practices attentive to pop culture, the course highlights the program’s focus on advocacy, and the impact had on instructional practices and assessment.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>• Demonstrate understanding of connections between development of foundational and new literacies pop culture texts in areas of reading, writing, listening, speaking, viewing, and designing</td>
<td>Document analysis of Common Core Standards and district- and school-level policies related to instruction using digital media and pop culture</td>
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<tr>
<td>• Define pop culture texts and explore and analyze district- and school-level policies of uses of pop culture</td>
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</tr>
<tr>
<td>• Differentiate between teaching literacies with pop culture texts and teaching technology</td>
<td>Five day unit of study: Lesson plan creation, analysis, implementation, and reflection on instruction about technology use and instruction using pop culture, inclusion of culturally relevant pedagogy and critical media literacy</td>
</tr>
<tr>
<td>• Connect culturally relevant pedagogy and critical media literacies to literacies standards and instruction</td>
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<tr>
<td>• Create instruction that incorporates foundational and new literacies</td>
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<tr>
<td>• Research connections between identity, pop culture text choices, motivation, and diversity</td>
<td>Autoethnographic self study of pop culture choices and microethnographic study of a student’s pop culture</td>
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<tr>
<td>• Examine how users create identities from texts (both</td>
<td></td>
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<tr>
<td>pop culture and digital media)</td>
<td>interests, literacies, and identities.</td>
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<tr>
<td>Analyze identities and related literacy practices from uses of pop culture texts</td>
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</tbody>
</table>

| Compare intersections of literacies theories about audience and text with theories of mass media, cultural studies, media literacy education, and concepts of participatory culture | Online discussion board participation of course readings and application of these theories to analysis of day-to-day pop culture in students' live participation |

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The course aligns with several student learning and program-level outcomes articulated in the MTLA program of study. These include the following:

- Develop skills that enable the learner to analyze how theory and practice intersect
- Develop research skills to enable the student to conduct, interpret, and create well-written reports using proper APA format
- Analyze policy to identify how it is used to inform practice and its implications across the profession, classroom, and community
- Develop skills to advocate for families, students and communities

The content of this course will be both introduced and connected to other courses in the MTLA program. Specifically, this course will draw upon the core courses of the MTLA program. Students will demonstrate their knowledge and skills of the bulleted outcomes stated above and demonstrate a deeper understanding of the content related to literacies and advocacy through readings, discussions, and assignments.

### VII. IMPACT ON EXISTING PROGRAMS and COURSES:

*Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.*

This course will not overlap with other courses. The change in the description will allow students in the MTLA program interested in taking this course as an elective to do so.
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There are no extra costs associated with this course change. We have the faculty expertise to teach this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:
________________________________________ Date: ________________

Signature of Department Chair:
________________________________________ Date: ________________

Signature of Additional Chair*:
________________________________________ Date: ________________

Signature of Schools’ Dean:
________________________________________ Date: ________________

Signature of Additional Schools’ Dean*:
________________________________________ Date: ________________

Signature of the Provost:
________________________________________ Date: ________________

Signature of Budget Director/Business Affairs Office:
________________________________________ Date: ________________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:
________________________________________ Date: ________________

Signature of Chair of the Graduate Council:
________________________________________ Date: ________________

Signature of Faculty Senate Secretary:
________________________________________ Date: ________________

Date Approved by Faculty Senate: ________________________________