Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/ for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**
Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Elementary Program</th>
<th>College/School</th>
<th>School of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Jann Laiti</td>
<td>Phone</td>
<td>6447</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:jmlaiti@alaska.edu">jmlaiti@alaska.edu</a></td>
<td>Faculty Contact</td>
<td>Carol Barnhardt, 6457</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:cabarnhardt@alaska.edu">cabarnhardt@alaska.edu</a></td>
</tr>
</tbody>
</table>

1. **COURSE IDENTIFICATION:** As the course now exists.

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>F486</td>
<td>3</td>
</tr>
</tbody>
</table>

**COURSE TITLE**
Media Literacy

2. **ACTION DESIRED:** √ Check the changes to be made to the existing course.

- Change Course: If Change, indicate below what is changing.
- Drop Course:  

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TITLE</th>
<th>DESCRIPTION</th>
<th>FREQUENCY OF OFFERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES**

*Prerequisites will be required before a student is allowed to enroll in the course.

**CREDITS (including credit distribution)**

<table>
<thead>
<tr>
<th>ADD A STACKED LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(400/600)</td>
</tr>
<tr>
<td>Include syllabi</td>
</tr>
</tbody>
</table>

**How will the two course levels differ from each other? How will each be taught at the appropriate level?**

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered?); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

**ADD NEW CROSS-LISTING**

| Dept. & No. | Requires approval of both departments and deans involved. Add lines at end of form for additional signatures. |

**STOP EXISTING CROSS-LISTING**

| Dept. & No. | Requires notification of other department(s) and mutual agreement. Attach copy of email or memo. |

**OTHER**

| (specify) |

3. **COURSE FORMAT**

Note: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

<table>
<thead>
<tr>
<th>COURSE FORMAT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(check all that apply)</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**OTHER FORMAT**

Mode of delivery (specify lecture, field trips, labs, etc.)
4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>S = Social Sciences</th>
</tr>
</thead>
</table>

Will this course be used to fulfill a requirement for the baccalaureate core? [YES] [NO]

IF YES*, check which core requirements it could be used to fulfill:

| O = Oral Intensive | X | W = Writing Intensive, *Format 6 also submitted | X | X = Baccalaureate Core |

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

[YES] [NO]

5. COURSE REPEATABILITY:

Is this course repeatable for credit? [YES] [NO] [X]

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording, strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

**PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)**

3 Credits

Offered As Demand Warrants

Case study: Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**ED F486 O/2 Media Literacy (h)**

3 Credits

Promotes critical thinking skills that empower people to make independent judgments and informed decisions in response to information conveyed through the channels of mass communications. Emphasis on developing students and others into critical viewers, listeners and readers of media. Prerequisites: COMM F131X or COMM F141X; junior standing; laptop computer. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

**ED F486 W/O/2 Media Literacy (h)**

3 Credits

Promotes critical thinking skills that empower people to make independent judgments and informed decisions in response to information conveyed through the channels of mass communications. Emphasis on developing students and others into critical viewers, listeners and readers of media. Prerequisites: ENGL 111X, ENGL 211X or 213X, COMM F131X or COMM F141X; junior standing; laptop computer. (3+0)
8. GRADING SYSTEM: Specify only one.
   LETTER: X  PASS/FAIL: 

9. ESTIMATED IMPACT
   WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
   None

10. LIBRARY COLLECTIONS
    Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.
    No X Yes

11. IMPACTS ON PROGRAMS/DEPTS:
    What programs/departments will be affected by this proposed action?
    Include information on the Programs/Departments contacted (e.g., email, memo)

12. POSITIVE AND NEGATIVE IMPACTS
    Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

13. JUSTIFICATION FOR ACTION REQUESTED
    The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

In an effort to assure that all students who participate in the year-long school internship have strong writing skills, we are requesting that the second of our required writing intensive courses be moved to ED 486 Media Literacy, a course that must be completed prior to the internship year and a course that lends itself well to the writing intensive requirements.

The content and organization of this course make it a very appropriate choice for a full oral intensive designation. We are making this change in at attempt to assure that all students who participate in the year-long elementary school internship have strong oral communication skills before the beginning of this capstone experience. ED 486 must be completed before the internship year.
APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: SOE Elem  
Carol Barnhardt  
Date: 9/30/14

Signature, Chair, College/School Curriculum Council for: School of Education  
Gary Jacobsen  
Date: 10/1/14

Signature, Dean, College/School of: School of Education  
Allan Morotti  
Date: 10/2/14

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair  
Faculty Senate Review Committee:  
Curriculum Review  
GAAC  
Core Review  
SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Signature, Chair, Program/Department of:  
Date

Signature, Chair, College/School Curriculum Council for:  
Date

Signature, Dean, College/School of:  
Date

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.
ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/
The Faculty Senate curriculum committees will review the syllabus to ensure that each of
the items listed below are included. If items are missing or unclear, the proposed course
(or changes to it) may be denied.

SYLLABUS CHECKLIST for ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time
   (make sure that contact hours are in line with credits).
2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.
3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and
   - any supplies required.
4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and
   - Description in syllabus must be consistent with catalog course description.
5. Course Goals (general), and (see #6)
6. Student Learning Outcomes (more specific)
7. Instructional methods:
   - Describe the teaching techniques (e.g. lecture, case study, small group discussion, private instruction, studio
   instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).
8. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has
   thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a
   title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during
   the semester.
9. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and
   plagiarism/academic integrity.
10. Evaluation:
    - Specify how students will be evaluated, what factors will be included, their relative value, and how they
    will be tabulated into grades (on a curve, absolute scores, etc.)
    - Publicize UAF regulations with regard to the grades of
    “C” and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link
    to PDF summary of grading policy for “C”:
11. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.
12. Disabilities Services: Note that the phone# and location have been updated. http://www.uaf.edu/disability/ The
    Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have
    equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655)
to provide reasonable accommodation to students with disabilities.

5/21/2013
University of Alaska, Fairbanks  
School of Education  
"Preparing professional educators who are culturally responsive, effective practitioners"  
ED486OW: Media Literacy  
3 Credits – Writing and Oral Intensive

Website: http://classes.uaf.edu

ALL ED486 students MUST have a laptop computer readily available in class to complete work.

The Mission of the School of Education is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’s Schools. Such educators have the following professional characteristics. They

- respond to the individual needs of the child,
- seek to develop the classroom as an inclusive community of learners,
- work collaboratively within the community of which the school is a part, and
- affirm the varied cultures and languages of Alaska’s children.

This course supports the UAF School of Education’s mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska’s students, schools, and communities.

COURSE DESCRIPTION:

Media literacy promotes the critical thinking skills that empower people to make independent judgments and informed decisions in response to information conveyed through the channels of mass communication. Emphasis is on the role of teachers in developing young students into critical viewers, listeners and readers of media.

This course is designated as both an Oral-Intensive (O) and Writing Intensive (W) course. This designation is evident by the “O” and “W” with the course number.

✓ In regards to the Oral Intensive requirements, ED486 students will be required to participate in the following activities that reflect growing competence with PUBLIC oral communication – over 15% of the final grade is determined by oral proficiency (A):

  B. Students will lead three+ oral presentations of not less than 10 minutes: Chapter Overview, Book Share, and Unit Presentation.

  C. Presentations will be followed by short “Question and Answer” sessions

  D. Students will receive feedback from the instructor on presentations.

✓ In regards to the Writing Intensive requirements, all the oral presentations will include a written component. The following will apply regarding the written assignments—(A) over 80% of the final grade is determined by writing proficiency:

  A. Students will complete an ungraded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.

  B. Students will complete one research-based project: Media Literacy Unit.

  C. Students will meet individually with the teacher at least once during the term to discuss their writing.

  D. Students will receive comments from the teacher and/or peers on drafts of written work. Students will be provided the opportunity to work through a draft-and-redraft process so that they can apply feedback and become more effective writers.
C. Students will meet individually with the teacher at least once during the term to discuss their writing.
B. Students will complete one research-based project: Media Literacy Unit.

All Alaska and UAF School of Education Standards and Performances for Culturally Responsive, Effective Practitioners are addressed in this course with special emphasis on standards 1, 2, 4, 7, and 9.

**Alaska Teacher Standards and UAF School of Education Teacher Programs Performances and Competencies**

The Alaska Teacher Standards serve as the basis for the UAF Elementary Education program. Elementary faculty developed additional performances and competencies defining what a “minimally competent” teacher would look like understanding and demonstrating effective, culturally responsive practice. During the Elementary Internship year, students must demonstrate competency in each AK/UAF standards to earn licensure and meet degree requirements. The following rows include the standards and competencies related to this course.

- Click [http://tinyurl.com/AK-SOE-Elem-Standards](http://tinyurl.com/AK-SOE-Elem-Standards) for the complete list of the Alaska Teacher Standards and UAF SOE Performances for Culturally Responsive, Effective Practitioners.
- Click [http://tinyurl.com/UAF-Elem-Compentencies](http://tinyurl.com/UAF-Elem-Compentencies) for the list of all competencies.

<table>
<thead>
<tr>
<th>Standard I: Philosophy and Application to Practice</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher can describe his/her philosophy of education and demonstrate its relation to his/her practice.</td>
<td>1-3 Demonstrate flexibility, persistence and an ability to take risks as reflected on PCFF’s (see page 7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard II: Learning Theory and Application to Practice</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands how students learn and develop, and applies that knowledge in teaching practice.</td>
<td>2-5 Demonstrate a belief in the ability of all children to learn as reflected on PCFF’s</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard III: Integration of Community &amp; Cultural Diversity</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher teaches with respect for students’ individual and cultural characteristics.</td>
<td>3-1 Develop and teach a variety of units or lessons that meaningfully incorporate characteristics of the students’ and local community’s culture into instructional strategies that support student learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard IV: Knowledge of Content Area and How to Teach It</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher knows the appropriate subject matter content and how to teach it in the ten Alaska student content areas</td>
<td>4-3 Use a variety of instructional strategies, and when appropriate, uses technology to support instruction in the content areas 4-4 Help students make connections within and across disciplines. 4-5 Connect content in a teaching activity to students’ prior knowledge and to practical “real-life” situations encountered outside the school (especially in the students’ community.) 4-7 Clearly communicate information and instructions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard V: Multiple Assessments Linked with Varied Instructional Strategies &amp; Resources</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher facilitates, monitors and assesses student learning</td>
<td>5-9 Demonstrate the ability to continually modify and adapt plans based on assessment information and to be flexible in the teaching process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard VI: Effective Learning Environments Created</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher knows how to create and maintain a learning environment in which all students are actively engaged and contributing members.</td>
<td>6-1 Establish a positive climate in the classroom 6-5 Make plans ahead of time 6-7 Understand and apply knowledge of effective methods of verbal, nonverbal and media communication techniques to enhance student learning and foster a safe, positive and collaborative classroom environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard VII: Partnerships with Parents, Families and Communities</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher works as a partner with parents, families, and with the community.</td>
<td>7-6 Demonstrate respect for students, colleagues, families and community members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard VIII: Participation in and Contributions to the Teaching Profession</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher participates in and contributes to the teaching profession.</td>
<td>8-2 Adheres to the State’s Code of Ethics (see <a href="http://www.educ.state.ak.us/TeacherCertification/20AAC10.html">http://www.educ.state.ak.us/TeacherCertification/20AAC10.html</a>) 8-3 Actively seek and accept suggestions from university instructors and try to meaningfully incorporate suggestions in teaching plans 8-4 Recognize that self reflection is one of the key components the lifelong process of becoming a better teacher and demonstrate a capacity to engage in thoughtful self reflection 8-5 Provide evidence of commitment to continual learning 8-6 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals 8-7 Seek opportunities to grow professionally 8-8 Participate in, and value, planning with mentor teacher and peers 8-9 Demonstrate ability to work cooperatively with colleagues through serving on committees, volunteer assignments and positive contributions to grade-level and faculty meetings and in-service activities</td>
</tr>
</tbody>
</table>
REQUIRED READINGS:


New Mexico Media Literacy Project – Media Literacy Area
http://www.nmmlp.org/media_literacy/index.html

Book Share: Choose one to review or submit the title of another for instructor approval
Click on book for description:

Suggested Resources
John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning – Available as Free PDF Downloads at
http://mitpress.mit.edu/catalog/browse/browse.asp?btype=6&serid=178

Curriculum resources:
Center for Media Literacy, Five Key Questions that can Change the World: classroom activity guide with 25 core lesson plans for K-12 media literacy. Available as free PDF download at:
http://www.medialit.org/pdf/mlk/02_5KQ_ClassroomGuide.pdf
Media Awareness Network – The Lesson Library Available for free at
http://www.media-awareness.ca/english/teachers/index.cfm
National Institute of Child Health and Development - Media Smart Youth Available for free at
http://www.nichd.nih.gov/msy/program_materials.htm

GRADING
All assignments MUST be completed and turned in ON TIME. Rubrics will be provided for all assignments. All responses will be assessed in relation to depth, thoughtfulness, clarity and quality. Although UAF does give instructors the option to use +/- grades, I will not use those additional marks in determining your final grade.

\[ A = 90+\% \quad B = 80+\% \quad C = 70+\% \quad D = 60+\% \]

- Chapter Overview including Oral Presentation: 30%
- Book Share/Media Blog including Oral Presentation: 15%
- Deconstructing Media Research/Media Blog: 15%
- Media Diary/Media Blog: 10%
- Media Literacy Unit Project including Oral Presentation: 30%

REQUIRED ACTIVITIES:

All written work (peer responses, presentation slides, blog submissions, discussion board submissions, etc.) submitted by students will be evaluated based on the framework below plus assignment specific criteria provided on individual assignment rubrics.

<table>
<thead>
<tr>
<th>Score</th>
<th>100-85</th>
<th>85-70</th>
<th>70 below</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( \checkmark ) Written Response is clear and focused holding the readers attention</td>
<td>( \checkmark ) Written response is clear and focused</td>
<td>( \checkmark ) Basic development of topic is evident</td>
</tr>
<tr>
<td></td>
<td>( \checkmark ) Relevant anecdotes and details from personal experience enrich topic going beyond the obvious or predictable</td>
<td>( \checkmark ) Details included are complete but may be predictable or lacking personal insight</td>
<td>( \checkmark ) Ideas are clear, but may not be detailed or personal enough to show understanding of topic</td>
</tr>
<tr>
<td></td>
<td>( \checkmark ) Shows insight and understanding of topic</td>
<td>( \checkmark ) Knowledge of subject area evident, but difficulty moving from general observation to specifics is obvious</td>
<td>( \checkmark ) Everything seems as important as everything else; what is critical for understanding is unclear</td>
</tr>
<tr>
<td></td>
<td>( \checkmark ) Written from knowledge and experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>( \checkmark ) Organization and presentation is logical, compelling, and well controlled with an inviting introduction, clear, thoughtful transitions, and satisfying conclusion.</td>
<td>( \checkmark ) Organization structure is strong with a recognizable introduction, well-placed transitions and clear conclusion.</td>
<td>( \checkmark ) Some organization evident with predictable sequencing, transition may be used inconsistently resulting in confusing connections between ideas, some ideas left without supporting information</td>
</tr>
<tr>
<td></td>
<td>( \checkmark ) Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) enhance readability and errors are found only when &quot;hunted.&quot;</td>
<td>( \checkmark ) Standard conventions (e.g., grammar, usage, spelling, capitalization, punctuation, paragraphing) are used correctly in most instances; problems do not distort meaning.</td>
<td>( \checkmark ) Errors in spelling, punctuation and/or grammar distract from meaning, extensive editing in needed.</td>
</tr>
<tr>
<td></td>
<td>( \checkmark ) Creative use of technology is evident demonstrating competency with technology, as appropriate.</td>
<td>( \checkmark ) Effective use of technology is evident demonstrating competency with technology, as appropriate.</td>
<td>( \checkmark ) Use of technology is evident demonstrating competency with technology, as appropriate.</td>
</tr>
<tr>
<td>Organization/ Mechanics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Oral Presentations**

Throughout the semester, ED486 students will do at least three oral presentations: two group chapter reviews and one individual Media Literacy Unit presentation. Rubrics will be provided. Students may also receive feedback through the Formative Oral Presentation Rubric used during the Elementary Internship Year (see below). ED486 students are expected to gain confidence and ease with sharing information with groups as the class progresses.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style: Engagement and vigor</td>
<td>The intern teaches with energy and confidence, and the students</td>
<td>The intern teaches with energy and confidence most of the time, and</td>
<td>The intern teaches in a lackluster way and without confidence,</td>
</tr>
<tr>
<td>Mechanics:</td>
<td>Organization:</td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Eye contact with entire audience, facial expressiveness</td>
<td>Teaching is purposeful and the lesson’s main ideas are clearly identifiable, following each other in a logical order, and they are clear and memorable. Teaching moves along smoothly at a good pace for the students, thus holding their attention.</td>
<td>The information presented is accurate and relevant.</td>
<td></td>
</tr>
<tr>
<td>Fluency (minimal use of filled pauses (uh, like, well, okay?))</td>
<td>The intern teaches purposefully most of the time, and the main ideas are clearly identifiable and memorable, and they follow each other in a mostly logical order. Teaching moves along smoothly and keeps the students’ attention most of the time.</td>
<td>The information presented is accurate and mostly relevant.</td>
<td></td>
</tr>
<tr>
<td>Hand and arm gestures, body movement, with no fidgeting</td>
<td>The organization of the lesson is not very evident and the lessons main ideas do not follow each other in a logical order, and/or it is hard to identify the main ideas. The pace of the lesson is not smooth or well-paced, and students lose their focus and attention often as a result.</td>
<td>The information presented is inaccurate and it is often hard to understand why the information is included.</td>
<td></td>
</tr>
<tr>
<td>Voice control (pitch, loudness, speed, clear enunciation)</td>
<td></td>
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<td>Eye contact with entire audience, facial expressiveness</td>
<td>Teaching is purposeful and the lesson’s main ideas are clearly identifiable, following each other in a logical order, and they are clear and memorable. Teaching moves along smoothly at a good pace for the students, thus holding their attention.</td>
<td>The information presented is accurate and relevant.</td>
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<td>Fluency (minimal use of filled pauses (uh, like, well, okay?))</td>
<td>The intern teaches purposefully most of the time, and the main ideas are clearly identifiable and memorable, and they follow each other in a mostly logical order. Teaching moves along smoothly and keeps the students’ attention most of the time.</td>
<td>The information presented is accurate and mostly relevant.</td>
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<td>Hand and arm gestures, body movement, with no fidgeting</td>
<td>The organization of the lesson is not very evident and the lessons main ideas do not follow each other in a logical order, and/or it is hard to identify the main ideas. The pace of the lesson is not smooth or well-paced, and students lose their focus and attention often as a result.</td>
<td>The information presented is inaccurate and it is often hard to understand why the information is included.</td>
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48-Hour Media Diary (Media Blog):
ED486 students will keep note of their media use for one week day and one weekend day. What types of media do you use most often: newspapers, CDs, DVDs, books, the Web, email, MP3s, television, etc? What are you using it for? This is a start of noticing your personal use of media. This assignment will have two parts –
Part One: Collect written data for two days - one weekday and one weekend day.
Part Two: Write a 700+ word post on your media blog about your media use.
Assignment guidelines and rubric will be provided in class.

Deconstructing Media (Media Blog):
As teachers of media literacy, we need to help students learn to view and interact with media critically. The Deconstructing Media area of the New Mexico Media Project will guide us in evaluating the media that we interact with on a monthly basis. Please see 
http://www.nmmlp.org/media_literacy/deconstructing_media.html
ED486 students will NOTICE their interaction with 4 different media: television programs, magazines, advertisements, radio, CDs, movies, video games, commercials, blogs, podcasts, etc. in any medium, both print and electronic. Students will complete 4 posts on their media blog - one monthly for each media. Each post must describe the piece of media in detail, including the context for viewing (about 1 paragraph) and response to 7 questions listed on the Deconstructing Media site: 
http://www.nmmlp.org/media_literacy/deconstructing_media.html After posting, each ED486 student will provide feedback to two peers by commenting on peer media blogs.

Book Share (Media Blog):
Making connections to what we read is critical for comprehension, and actively learning about the media saturated culture in which we live is important for teachers to gain insights that lead to the development of engaging lessons that connect with the experiences of children. ED486 students will:
- Choose a book published in the last 5 years from a suggested list
- Share with the class both orally and in writing on their media blog about the book. Students must share a brief summary as well as three major connections they made as they read the book: Text to Self, Text to Text and Text to World. See http://tinyurl.com/TextConnections for more details.
Students may read a book that is not on the suggested list with instructor approval.
Expectations for writing and oral presentations as described above will be the basis for the final grade of this assignment.

Media Literacy Unit:
After the completion of the class chapter review presentations, ED486 students will research a media literacy topic of interest and create a 5+ lesson Media Literacy Unit. The Media Literacy Unit will help elementary age students understand a key topic in media literacy. Assignment guidelines and rubric will be provided in class.

OTHER POLICIES:

Attendance Policy
Students are expected to attend all classes and be actively involved in class discussions and class projects. In case of absence students are responsible for getting information from other students. Due to the high level of student group work involved in this class, regular attendance is very important and will be included in determination of the course grade. All handouts will be posted on the ED 486 Blackboard site. Students are expected to submit all assignments on time. Late assignments will be accepted only when students have an occasional legitimate and excused absence.

Plagiarism
The following is excerpted from the UAF Student Code of Conduct (BOR POLICY 09.02.02):
As with all members of the university community, the University of Alaska requires students to conduct
themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited by the standards and guidelines described in this section and in University Regulation and MAU rules and procedures, collectively referred to as the Student Code of Conduct, or Code. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized by the university.

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of prohibited forms of conduct including *cheating, plagiarism, or other forms of academic dishonesty*.

The University has established procedures for enforcing the UA code of conduct. Each student at the University shall be afforded due process in all disciplinary matters. For a complete guide to these procedures, please refer to Regents regulation 09.02. Copies of this are available at [http://www.alaska.edu/bor/policy/09-02.doc](http://www.alaska.edu/bor/policy/09-02.doc).

**Support Services**

[http://www.uaf.edu/sssp/](http://www.uaf.edu/sssp/)

The Student Support Services (SSS) program located in 512 Gruening Building, provides opportunities for academic development, assists students with college requirements, and serves to motivate students towards the successful completion of their degree program.

Services include:

* Free tutorial services
* Instruction in mathematics skills
* Academic advising, mentoring and personal support
* Cultural and social engagement
* Use of laptop computers, labs, and other technology resources
* Direct financial assistance to qualified low-income participants

All services are provided free of charge to eligible students. Our program is staffed with both professional and certified student tutors.

**Disabilities Services**

[http://www.uaf.edu/disability/](http://www.uaf.edu/disability/)

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the university's rural campuses; Tanana Valley Campus, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

The staff of Disability Services works with faculty in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655.