Fall 2014

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>MEDIA LITERACY IN THE MIDDLE YEARS LANGUAGE ARTS (Intermediate English teachable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Mary Clare Courtland</td>
</tr>
<tr>
<td>Class Time/Rm:</td>
<td>TUES 8:30-10:30am BL2038</td>
</tr>
<tr>
<td>Tel / Rm:</td>
<td>807-345.4695 (H), BL2004</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:mccourtl@tbaytel.net">mccourtl@tbaytel.net</a></td>
</tr>
<tr>
<td>Office Hrs:</td>
<td>Tues 8:00-8:30am or after class</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION
Students will examine theoretical perspectives for integrating media and multiliteracies in the language arts program. Emphasis will be placed on exploring new literacies including media, visual representation, and digital literacies and the role of Information and Communications Technology in promoting language learning. Consideration will be given to current trends and issues and strategies for integrating media and multiliteracies into the literacy/language arts program.

FOUNDATIONS OF PROFESSIONAL PRACTICE
A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism and is the foundation for this course. The principles of the Ontario College of Teachers’ (OCT) Foundations of Professional Practice have been embedded in the learning expectations for this course.

COURSE EXPECTATIONS
Teacher candidates will:
- acquire an understanding of theoretical perspectives on multiliteracies, critical literacy, and critical media education and the implications for literacy teaching and learning
- explore a wide range of texts and analyze the elements and techniques which distinguish them
- understand issues related to digital literacy
- become familiar with the Ontario Curriculum, Grades 1-8: Language, Media Literacy
- reflect on the connections between theory and practice
- develop metacognitive understanding of curriculum decision-making, content and pedagogical knowledge
- recognize that ongoing professional growth is an integral part of teaching

TOPICAL OUTLINE
1) Critical media literacy
2) Curriculum planning from a critical literacy perspective/teaching strategies
3) Social justice literature/promoting students’ understandings of social justice
4) Digital literacy issues
5) Professional development, research, and teaching resources

REQUIRED READINGS


Selected Ontario Ministry of Education documents.
Media resources

**COURSE REQUIREMENTS**

*Readings and Participation* 35%

- Complete readings from the course texts and BE PREPARED to discuss them in class. A variety of teaching strategies will be used to facilitate teacher candidates’ comprehension of the texts. The schedule notes the required readings and due dates.

- Many assigned readings will include the preparation of a text map or other type of assignment to be shared with your response group. These assignments must be submitted as a paper copy to the instructor at the end of the class discussion for which they were assigned. **Late submissions will not be accepted.**

- Contribute to in-class discussions and collaborative projects.

- Collaborate with peers on the development and completion of projects.

- Arrive punctually for all classes. No teacher candidate may miss more than 2 classes in Fall term.

- Listen attentively and courteously when other class members are speaking and/or presenting.

- Teacher candidates are welcome to bring a snack and/or drink to class; however, please do not leave during class time to purchase refreshments in the cafeteria.

**“Me” Project** 15%

The purpose of this assignment is to promote creativity and reflection on the self in the context of a professional teacher education program and how you, as a future educator, will incorporate students’ interests and expertise into your program.

Create an artefact to symbolize your identity with particular emphasis on the multimodalities/media/social networking practices that are intricately interwoven into your life. The artefact must represent the complex and multidimensional you.

Each artefact should be unique. Consider who you are, your areas of expertise, and the literacies in your life. For example, an artist might create a painting; a composer or musician, an original song or a remix; a dancer, a videotape of a dance performance. Other options include designing a t-shirt, a powerpoint, a collage, a website etc.

Prepare a one-page, double-spaced description of the artefact and explain its symbolism.

**Branded: Social Justice Media Literacy Project** 25%

1. Working in groups of three-five students, teacher candidates will read the novel, *Branded*, in literature circle groups over a three-week period. Each member of the group is expected to read the assigned portion of the text before the class for which it is assigned and to complete a literature circle role sheet. Roles include:

   - Facilitator
   - Literary critic
   - Researcher
   - Connector
   - Vocabulary seeker
   - Sketch artist

2. One member of each group will keep a folder with the role sheets and notes of the group’s discussions. Upon completion of the project, the group must submit a three-page report which describes the group experience of reading the novel, decision-making process about the selection of a social justice issue, and insights into media literacy teaching and learning, and the use of multimodalities to “transmediate” learning.

3. Each group will select a social justice issue that emerges from the novel, and research and develop a multimodal response, and present a response to the class that informs the audience about the issue and possible ways to address the issue as socially-responsible citizens.

**NB.** This project should not be considered a comprehensive unit. Units should be developed to include, for example, specific expectations, success criteria, a text set, scaffolding, excellent questions, and opportunities for learning etc.

**Submission of Assignment:**

B Reflection package
Media Literacy Lesson Plan

There are many concepts and issues that must be addressed in the K-8 curriculum. These include:

- media are social constructions, representations of ideas and events – i.e. body, image, gender, representations, stereotypes, diversity, intellectual property, marketing and consumerism, and violence.

- digital and information literacy issues – i.e. cyberbullying, online hate, online marketing, pornography, sexual exploitation, dangers of posting pictures/videos, plagiarism, and distinguishing between authentic and inaccurate information.

Select one of the ideas or issues noted above and develop a lesson plan. The purpose of the assignment is to enable teacher candidates to become familiar with specific expectations for media literacy as outlined in the Ontario Curriculum, Grades 1-8, Language (2006) and to plan a lesson to implement one or two expectations at the Junior or Intermediate division levels.

The lesson may be planned for one class period or implemented over two or three periods. Students may work individually or with a partner. The plan may be adapted or created by an individual/group.

1. **Topic / Grade Level:** Identify the topic and intended grade level(s). Your topic must explore some concept or skill related to media literacy.

2. **Overview:** Provide an overview of your general plan. What do you want students to gain from this experience (may be explained in paragraph or point form)? Can you accomplish your goals in one day, one lesson? If not, how many lessons will be needed to accomplish these goals? Will one lesson be an introduction to the media text (or book), to specific concepts? Will another lesson be needed to provide time for students to respond to the text?

3. **Rationale:** Provide a brief rationale (may relate directly to ministry expectations) for why students should explore the topic.

4. **Resources:** Identify the text as well as the teacher and student resources to be used in the lesson(s). Include samples/copies of any background information, texts, worksheets, or rubrics to be used in the lesson.

5. **Lesson**
   - List a maximum of two specific expectations
   - List success criteria
   - Introduction (tapping into previous knowledge/experiences, generating interest)
   - Development/Middle (engaging with/interpreting texts, or constructing a media text
   - Conclusion (student response...reinterpretation/representation)
   - Rubric or other form of assessment (linked to expectations)

6. **Differentiating Instruction**

The questions below may be helpful to consider when planning the lesson:

1. How might I introduce the concepts? Will students need some background information to scaffold their understanding? What strategies or resources would assist them?

2. How will I organize the lesson, including reading of text(s)? (i.e. whole class, literature circles, pair or jigsaw groups etc.)

   NB: Reading, research and/or principal writing tasks should not be assigned out of class; the teaching of reading/writing/media strategies/practice of reading/writing skills are important components of language arts/literacy and need to be supported in class.

3. What teaching strategies would support students’ comprehension and construction of media texts? What opportunities will students have for engaging with/interpreting text?

4. What questions and strategies might promote critical literacy? Questions should be open-ended.
EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% Final Grade</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Readings &amp; Participation</td>
<td>ongoing</td>
<td>35</td>
<td>Instructor</td>
</tr>
<tr>
<td>2. Me Project</td>
<td>14/09/16</td>
<td>15</td>
<td>Self</td>
</tr>
<tr>
<td>3. Branded Project</td>
<td>14/10/14</td>
<td>25</td>
<td>Group</td>
</tr>
<tr>
<td>4. Lesson Plan</td>
<td>14/10/28</td>
<td>25</td>
<td>Instructor</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

NB. Teacher candidates should note the following:
1. Attendance is **required** in the course. Students must arrive on **time** and must be present for the full class.
2. Assignments will be discussed in class.
3. Course assignments which involve writing must be typed. A handwritten submission will automatically be penalized 20% of total weight of the assignment.
4. Edit work submitted for grading. The submission of work which includes spelling, usage, or mechanical errors will be penalized.
5. Reading assignments must be submitted in class immediately following the discussion.
6. In order to complete the course successfully, every assignment must be completed and submitted for grading.
7. Group projects must be completed and submitted on the required due date.
8. *Self/group evaluations are a privilege and a responsibility. Completed assignments must meet expectations articulated in course package. Assignments which do not meet expectations will be graded by instructor.

**Timely Feedback** (University Regulation XII)

25% feedback for term courses
30% feedback for year courses
Fall term = October 10

RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES

INCOMPLETE STANDING

ACADEMIC MISCONDUCT

THE FACULTY OF EDUCATION ASSESSMENT RUBRIC.

EDUCATION ACADEMIC REGULATIONS

Advisement: CELL PHONES, PDAs etc. [optional]
The Faculty of Education cautions Professional Year Candidates that the use of cell phones, personal digital assistants (PDAs), handhelds, etc., in class for personal communications (whether checking voice mail, reading or sending text messages, or making conventional telephone calls) is professionally unacceptable in the context of a class or while a formal presentation is in progress. Moreover, since digital image capturing devices in cameras, cell phones, and PDAs have the potential to be used in a manner that violates the privacy of instructors and students, the Faculty of Education requests that such devices be used only with the prior permission of the person(s) to be photographed.

Most Canadian schools require that cell phones, etc. not be used during hours of instruction. The Faculty of Education requests that students power off or mute their PDAs during classes, presentations, tests and exams, and that, while on practicum, teacher candidates not use them in a way that contravenes the school's or board's protocols.
APPENDICES

POSTMODERN / RADICAL CHANGE PICTURE BOOKS

Mary Clare Courtland


Non-fiction


MEDIA RESOURCES

Ontario Ministry of Education:

- [www.edu.gov.on.ca/eng/teachers/buildingfutures/resources.html](http://www.edu.gov.on.ca/eng/teachers/buildingfutures/resources.html)
- [http://curriculum.org/content/home](http://curriculum.org/content/home)
- [http://www.edugains.ca/newsite/index.html](http://www.edugains.ca/newsite/index.html)
- [http://www.eworkshop.on.ca/edu/core/cfml-1](http://www.eworkshop.on.ca/edu/core/cfml-1)
- [http://www.edu.gov.on.ca/eng/curriculum/secondary.html#elemsec](http://www.edu.gov.on.ca/eng/curriculum/secondary.html#elemsec)
- [http://www.educ.gov.on.ca/eng/teachers/teachingtools.html#elemsec](http://www.educ.gov.on.ca/eng/teachers/teachingtools.html#elemsec)

Canadian Literature

- [www.canlitforlittlecanadians.blogspot.ca](http://www.canlitforlittlecanadians.blogspot.ca)

Canadian Social Justice Literature

- [http://canlitsocialjustice.wordpress.com](http://canlitsocialjustice.wordpress.com)

Media Websites

- [www.wordle.net](http://www.wordle.net)
- [www.ammsa.com](http://www.ammsa.com) (Aboriginal Multimedia Society)
- [www.edu.on.ca/eng/literacynumeracy/publications.html](http://www.edu.on.ca/eng/literacynumeracy/publications.html) (check webcasts such as critical literacy)
- [www.mediasmarts.ca](http://www.mediasmarts.ca) (teacher resources)
- [www.badfads.com/home.html](http://www.badfads.com/home.html) (Fads)
- [www.yahooligans.com](http://www.yahooligans.com) (site for kids: games, resources, etc.)
- [www.pbskids.org/](http://www.pbskids.org/)
- [www.CLN.ORG/subjects/media_CUR.html](http://www.CLN.ORG/subjects/media_CUR.html) (resources)
- [www.nationalgeographic.com/kids](http://www.nationalgeographic.com/kids)
- [www.cybertip.ca/respectyourself](http://www.cybertip.ca/respectyourself)
- [www.puzzle-maker.com/](http://www.puzzle-maker.com/)

Information on WebQuests

- [http://webquest.sdsu.edu/overview.htm](http://webquest.sdsu.edu/overview.htm)
- [http://webquest.org/](http://webquest.org/) (link to: Quest Garden template)

Sample Teen E-zines

- [http://youngpoets.ca/poetstalk/](http://youngpoets.ca/poetstalk/) (poetry)
- [www.wetinkmagazine.com/home.htm](http://www.wetinkmagazine.com/home.htm) (arts)
- [http://www.youthink.ca/youthink.html](http://www.youthink.ca/youthink.html) (Greater Vancouver Secondary Schools)
- [www.cyberteens.com](http://www.cyberteens.com)

Canadian Children's Book Centre

- [http://www.bookcentre.ca/](http://www.bookcentre.ca/) (link to websites of many Canadian authors, book awards)
## RUBRIC: READINGS AND PARTICIPATION – ED 4212

<table>
<thead>
<tr>
<th>Minimal expectations for successful completion of course</th>
<th>Level 4 (A to A+)</th>
<th>Level 3 (B- to B+)</th>
<th>Level 2 (C- to C+)</th>
<th>Level 1 (D/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\text{regular attendance}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{arrives punctually}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{completes assigned readings and contributes thoughtfully to class/small group discussions}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{completes assigned tasks (i.e. text maps) on time; written submissions are well-developed and edited}$</td>
<td>\text{-}</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of engagement</th>
<th>Level 4 (A to A+)</th>
<th>Level 3 (B- to B+)</th>
<th>Level 2 (C- to C+)</th>
<th>Level 1 (D/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\text{suggests some personal engagement and self-initiative, and meets most expectations}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory/concepts/content</th>
<th>Level 4 (A to A+)</th>
<th>Level 3 (B- to B+)</th>
<th>Level 2 (C- to C+)</th>
<th>Level 1 (D/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\text{demonstrates over time, a transformation from student/teacher candidate to professional educator – a reflective practitioner who understands the relations between theory and theoretically-based curriculum decision making, and the use of appropriate content and teaching strategies to promote students' literacy learning}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{demonstrates a comprehensive understanding of theory, concepts and content and the implications for practice}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{completed assignments and contributions to small/whole class discussions}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{demonstrates imaginative and/or critical thinking}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpretive community</th>
<th>Level 4 (A to A+)</th>
<th>Level 3 (B- to B+)</th>
<th>Level 2 (C- to C+)</th>
<th>Level 1 (D/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\text{demonstrates over time a transformation from student/teacher candidate to professional educator – who values professional collaboration and contributes constructively to the creation of the interpretive community}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{uses constructive strategies in small group discussions (e.g. invites other group members to contribute; asks questions to clarify a point; negotiates to find a basis for agreement)}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{follows up on others’ ideas, and recognizes the validity of different points of view in group discussions or problem-solving activities}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
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<tr>
<td>$\text{works with members of the group to establish clear purposes and procedures for solving problems and completing projects}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{trust is evident}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{engages in off-task and/or disruptive behaviours}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{experiences some difficulty in working cooperatively with peers}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{treats others courteously}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{contributes to the development of the interpretive community}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
<td>\text{-}</td>
</tr>
<tr>
<td>$\text{some trust is evident}$</td>
<td>\text{-}</td>
<td>\text{-}</td>
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<td>\text{-}</td>
</tr>
</tbody>
</table>

$\text{attendance is not regular}$

$\text{arrives late/leaves early}$

$\text{does not complete assigned readings and so cannot make informed and thoughtful contributions to whole class/small group discussions}$

$\text{fails to complete assigned tasks so that the group cannot complete its work}$

$\text{suggests minimal insufficient engagement and barely meets expectations}$

$\text{suggests some personal engagement and self-initiative, and meet most expectations}$
# RUBRIC: “Me” Project *

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>LEVEL 4 (A TO A+)</th>
<th>LEVEL 3 (B- TO B+)</th>
<th>LEVEL 2 (C- TO C+)</th>
<th>LEVEL 1 (D/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Produce a media text of some technical complexity to depict self and intertextual relations between self and relevant media, using an appropriate form, conventions, and techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>● Understand how structures and features of the text shape meaning for audience (written explanation of the artifact)</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

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Grade

Student ____/15

*Write rationale for self-assessment in appropriate boxes.*
<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>(Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of respectful collaboration among group members in literature circle groups, articulating response, and in research, planning and production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(5 points)</td>
</tr>
<tr>
<td>2. Clear text-text connection between book and project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(5 points)</td>
</tr>
<tr>
<td>3. Successful and creative use of multimodalities to inform viewers of social justice issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(5 points)</td>
</tr>
<tr>
<td>4. Report documents group, decision-making process, and demonstrates meta-cognitive awareness of media literacy and multimodalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(10 points)</td>
</tr>
</tbody>
</table>

**TOTAL** __________/25 group

**RATIONALE FOR GROUP EVALUATION**

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
# RUBRIC: MEDIA LITERACY LESSON PLAN

<table>
<thead>
<tr>
<th>Theory / concepts / content (20)</th>
<th>LEVEL 4(A TO A+)</th>
<th>LEVEL 3(B- TO B+)</th>
<th>LEVEL 2(C- TO C+)</th>
<th>LEVEL 1(D/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• plan is exemplary – creative, well conceptualized, developed, and polished</td>
<td>• plan is well conceptualized, developed and writing is polished</td>
<td>• plan is clearly organized, developed and requires some editing</td>
<td>• plan is not clearly articulated and developed and/or requires extensive editing</td>
<td></td>
</tr>
<tr>
<td>• sources are acknowledged</td>
<td>• sources are acknowledged</td>
<td>• sources are not acknowledged</td>
<td>• sources are not acknowledged</td>
<td></td>
</tr>
<tr>
<td>• demonstrates exceptional understanding of:</td>
<td>• demonstrates a high level of understanding of:</td>
<td>• demonstrates a limited understanding of:</td>
<td>• demonstrates marginal/insufficient understanding of:</td>
<td></td>
</tr>
<tr>
<td>o media literacy</td>
<td>o media literacy</td>
<td>o media literacy</td>
<td>o media literacy</td>
<td></td>
</tr>
<tr>
<td>o critical literacy</td>
<td>o critical literacy</td>
<td>o critical literacy</td>
<td>o critical literacy</td>
<td></td>
</tr>
<tr>
<td>o teaching strategies to promote students’ learning</td>
<td>o teaching strategies to promote students’ learning</td>
<td>o teaching strategies to promote students’ learning</td>
<td>o teaching strategies to promote students’ learning</td>
<td></td>
</tr>
<tr>
<td>o opportunities for learning that promote students’ engagement and response</td>
<td>o opportunities for learning that promote students’ engagement and response</td>
<td>o opportunities for learning that promote students’ engagement and response</td>
<td>o opportunities for learning that promote students’ engagement and response</td>
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</tr>
<tr>
<td>o scaffolding</td>
<td>o scaffolding</td>
<td>o scaffolding</td>
<td>o scaffolding</td>
<td></td>
</tr>
<tr>
<td>o differentiated instruction</td>
<td>o differentiated instruction</td>
<td>o differentiated instruction</td>
<td>o differentiated instruction</td>
<td></td>
</tr>
<tr>
<td>o appropriate performance indicators (rubric) consistent with the expectations</td>
<td>o appropriate performance indicators (rubric) consistent with the expectations</td>
<td>o appropriate performance indicators (rubric) consistent with the expectations</td>
<td>o appropriate performance indicators (rubric) consistent with the expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form (5)</th>
<th>• plan is typed and clearly organized</th>
<th>• plan is typed and clearly organized</th>
<th>• plan is handwritten and/or missing components</th>
<th>• plan is not clear; plan is handwritten and/or missing components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan ______/20</td>
<td>Form ______/5</td>
<td>TOTAL ______/25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 10 -
Facilitator: Your role is to facilitate discussion, invite group members to share the work they have done, and make sure that everyone has an opportunity to share his/her ideas. You might begin by raising a topic or asking an excellent question about the reading such as the following:

1. What discovery did you make when you read the chapter(s)?
2. What was the most important event in the chapter(s)?
3. How did you feel about...

Your topic or questions:

1. ____________________________________________________________
   ____________________________________________________________
2. ____________________________________________________________
   ____________________________________________________________
Connector: When people read, they make connections between the text and their own experiences (text-self), across texts (text-to-text) such as similar books or movies, and between the text and the world (text-to-world). Your role is to think about the connections you made as you read the chapter.

When I read the chapter(s), I thought about...

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RESEARCHER

Name ____________________________________________ Date ______________

Group ___________________________________________________________________

Text ______________________________________ Chapter(s) ________________

Researcher: The role of researcher is to conduct an informal inquiry about the author or some aspect of the chapter that you found interesting or were curious about. For example, you might find out about the author, research the setting or time period in which the story is set, or inquire about the cultures or backgrounds of characters or events.

There are many ways to gather information – from library books, to talking with an expert on a topic, to searching on the Internet.

My research topic is:____________________________________________________________________________________

____________________________________________________________________________________

What I discovered:____________________________________________________________________________________

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LITERARY CRITIC

Name ___________________________________________ Date ________________________________

Group ____________________________________________________________________________

Text ___________________________________________ Chapter(s) __________________________

Literary Critic: A literary or movie critic reviews a text critically to assist readers or viewers to understand significant aspects of a text and to make judgments about it. Your role is to review the chapter(s) from a critical literacy perspective and to help other readers to become aware of these points.

Some sample questions are:
1. What was the author’s intended message in the chapter(s)?
2. Whose point of view is projected in this chapter?
3. Whose voices are missing?
4. How does the chapter(s) contribute to the development of the plot or characters?
5. How does the chapter illuminate themes related to Canadian identity, multiculturalism, diversity, and social justice?

My questions:
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**VOCABULARY SEEKER**

Name __________________________________________ Date ____________________

Group ____________________________________________

Text ____________________________________________ Chapter(s) ___________

**Vocabulary Seeker:** Your role is to select vocabulary words that will help you and your group members to better understand the text. Look up the meaning of the words. Invite group members to tell you what they think the words mean. Then share the definitions with them.

<table>
<thead>
<tr>
<th>Word</th>
<th>Page #</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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</table>
SKETCH ARTIST

Name ___________________________________________ Date __________________

Group ________________________________________________________

Text ___________________________________________ Chapter(s) __________

**Sketch Artist:** Your role is to sketch a particular character, event, or scene that you read about in the chapter. You may make a line drawing, cartoon, or other type of illustration. Before you explain what the sketch means to you, invite the members of your group to share their ideas. Make your drawing below, on the back of this page, or on a separate sheet. Write a brief description of your drawing.
<table>
<thead>
<tr>
<th>WHAT DO I KNOW?</th>
<th>WHAT DO I WANT TO KNOW?</th>
<th>WHAT DID I LEARN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>W</td>
<td>L</td>
</tr>
<tr>
<td>Date</td>
<td>Topics/Opportunities for Learning</td>
<td>Readings/Assignments</td>
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<td>-------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| WEEK 1 | • Welcome/Introduction (K-W-L)  
• Media literacy concepts  
• Explain course outline  
• Explain reading assignment for Week #2  
• Explain Me Project  
• Branded (Walters, 2010)  
• Index cards  
• Please print paper copy of course outline or access digitally when outline is presented | • Courtland, Leslie, & Courtland  
  o 1 page type journal entry:  
  a) What personal connections did you make to this narrative?  
  b) What were/are your beliefs about media literacy and literacy teaching?  
  c) What insights did you construct about the development of teacher identity?  
  d) What concerns do you have about your practicum? |
| WEEK 2 | • Discuss reading (submit journal entry)  
• Explore radical change picture books  
• Analysis of Language Guidelines, 1-8, media strand  
• Reminder – Bring Branded for Week #3  
  (Do not read in advance!)  
• Explain reading assignment for Week #3  
• Explain Branded project (assign literature circle roles)  
• Discuss reading assignment for Week #4 | • Vasquez, Tate, & Harste (2013), CH 1-2  
  o Save the last word for me  
• Submit 1-page handout and rubric for Me Project |
| WEEK 3 | • Overview of critical literacies (submit card at end of discussion)  
• Presentation of Me Projects  
• Explain Branded project (assign literature circle roles)  
• Discuss reading assignment for Week #4 | • Vasquez, Tate, & Harste (2013), CH3  
  o Take a photograph of a poster or sign when you are out on-campus, in the community, or in a classroom. Ask yourself the questions posed on p. 29. What words would portray a counter-narrative?  
• Branded, CH 1-4  
  o Bring role sheets for discussion in class |
| WEEK 4 | • Discuss reading and selected posters/counter-narratives  
• Literature circle groups. Appoint one person to keep the sheets for the group  
• Whole class discussion of Branded and literature circles as a teaching strategy  
• Discuss reading assignment for Week #5  
• Discuss reading – disrupting commonplace thinking/interrogating multiple perspectives  
• Exploring Canadian social justice books  
• Planning time for Branded project  
• Planning time for final project  
• Presentations  
• Discussion of final project  
| • Vasquez, Tate, & Harste (2013), CH 4  
  o Create a text map or web to illustrate five key ideas discussion. Connect to five strategies you might implement in your media/literacy class  
• Branded, CH 5-8. Literature circle role sheets  
• Vasquez, et al. CH 7  
• Kelly (2010)  
  o Create a poster or collage representing ideas related to critical media education. Bring hard copy to class |
| WEEK 5 | • Discuss reading (submit assignment)  
• Literature circle groups  
• Whole class discussion of themes and social justice issues in novel  
• Planning time – Branded project  
• Reading assignment for Week #6  
• Presentations  
• Discussion of final project  | |
| WEEK 6 | • Discuss reading – disrupting commonplace thinking/interrogating multiple perspectives  
• Exploring Canadian social justice books  
• Planning time for Branded project  
| • Vasquez, Tate, & Harste (2013), CH 5-6  
• Courtland, Gonzalez, & Balog  
• Handout will be distributed |
| WEEK 7 | • Presentations  
• Discussion of final project  
| Bring presentation, rubric, and package (reflection and role sheets) |
| WEEK 8 | • Discuss readings. Submit print copy of collage or poster  
• Complete K-W-L  
• Continuation of planning time for final project  
| • Vasquez, et al. CH 7  
• Kelly (2010)  
  o Create a poster or collage representing ideas related to critical media education. Bring hard copy to class |
| WEEK 9 | • Presentation of final projects. Submit copy  
• Feedback on course  
• In-class potluck?  
| • Submit paper copy of lesson plan |