

Cover Sheet: Request 11164

EDF4XXX Schools on Screen: American Education in Popular Media

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Terzian,Sevan G sterzian@coe.ufl.edu
Created	10/3/2016 8:34:32 AM
Updated	10/28/2016 6:11:45 PM
Description of request	This course explores how the movies and television have portrayed educators and students over time. It also investigates the ways in which those representations have helped to shape popular impressions of American schooling.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	De Jong, Ester Johanna		10/3/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11164

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Request: EDF4XXX Schools on Screen: American Education in Popular Media

Description of request: This course explores how the movies and television have portrayed educators and students over time. It also investigates the ways in which those representations have helped to shape popular impressions of American schooling.

Submitter: Waldron,Nancy L waldron@coe.ufl.edu

Created: 10/28/2016 5:57:17 PM

Form version: 4

Responses

Recommended PrefixEDF

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleSchools on Screen: American Education in Popular Media

Transcript TitleSchools on Screen

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course explores how the movies and television have portrayed educators and students over time. It also investigates the ways in which those representations have helped to shape popular impressions of American schooling.

Prerequisites None

Co-requisites None.

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Schools, Society & Policy specialization. Popular media such as film and television educate people beyond the confines of schools. This course equips students to recognize and interpret the significance of popular media portrayals of schooling in American society. It also allows students to explore how such depictions both reflect and shape popular perceptions of educators, students, and schools in general.

Course Objectives a. Students will critically analyze how television and film have portrayed educators.

b. Students will critically analyze how television and film have portrayed students and youth in general.

c. Students will apply tools for analyzing how popular media inform popular perceptions of schooling in American society—and vice versa.

Course Textbook(s) and/or Other Assigned Readinga. Sevan G. Terzian & Patrick A. Ryan, (eds.), *American Education in Popular Media: From the Blackboard to the Silver Screen* (2015).

b. Mary Dalton, *The Hollywood Curriculum: Teachers in the Movies* (second edition) (2010).

c. Mary Dalton & Laura Linder, *Teacher TV: Sixty Years of Teachers on Television* (2008).

d. Robert C. Bulman, *Hollywood Goes to High School: Cinema, Schools, and American Culture* (2005).

Weekly Schedule of Topics Week 1: Introduction to the Course.

Week 2: Theoretical tools for interpreting meanings of visual media

Week 3: K-12 Educators as professional experts

Week 4: Gender and school leadership: female teachers and male administrators

Week 5: K-12 Teachers as self-sacrificial

Week 6: Race and Education: white teachers and students of color

Week 7: Students/youth as cliquish and socially exclusive

Week 8: Students/youth as political activists

Week 9: Students/youth as violent

Week 10: Students/youth resisting adult authority

Week 11: Higher Education: professors as unintelligent intellectuals

Week 12: College student life

Week 13: documentary portrayals of school life: Frederick Wiseman's "High School" (1968)

Week 14: documentary portrayals of schoolteachers: Davis Guggenheim, "Waiting for Superman" (2010).

Week 15: Course overview and reflections.

Links and Policies1. Class attendance, make-up exams and other work:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

2. Accommodations for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

3. Online course evaluation process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

4. UF Honor Code:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

5. UF Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Grading Scheme a. Five reflection papers linking a given film or television sample to assigned readings (10% each/50% of final grade). For each reflection paper, students will critically analyze a popular media artifact and how it portrays educators and students. Students will enlist critical lenses to interpret the significance of these portrayals and explain the extent to which they confirm or challenge prevailing interpretations as represented in the assigned scholarly literature. Each reflection paper will be evaluated on the basis of how vividly it describes the medium and depiction, how effectively it enlists analytical tools in establishing their significance, and how clearly it communicates these ideas in writing.

b. Class participation consisting of contributions to in-class discussion and online forums (20% of final grade). Students must attend class regularly and promptly. Each student will be evaluated at the end of each class meeting on the basis of his or her demonstrated preparation and the degree of active and meaningful contributions to class discussions.

c. Final Examination (30% of final grade). This will consist of either a visual documentary or podcast that applies analytical tools to interpreting the significance of a recent popular media portrayal of educators and students in light of contemporaneous societal developments. Each visual documentary or podcast will be evaluated on the basis of how vividly it describes the medium and depiction, how effectively it enlists analytical tools in establishing their significance, and how clearly it communicates these ideas in writing.

d. Grading Scale:

- i. 92%-100%: A
- ii. 90%-91%: A-
- iii. 88%-89%: B+
- iv. 82%-87%: B
- v. 80%-81%: B-
- vi. 78%-79%: C+
- vii. 72%-77%: C
- viii. 70%-71%: C-
- ix. 68%-69%: D+
- x. 62%-67%: D
- xi. 60%-61%: D-
- xii. 59% or below: E

Instructor(s) Sevan G. Terzian.