

## Descriptions of Experimental Courses Offered – Summer 2015

### **COMN 288 Experimental: Social Media on Journalism**

Social media has become a major force in our daily lives. Facebook, Twitter, YouTube, Instagram and other platforms define our daily communication and creative habits. We will discuss the rise of social media and how these rapidly growing sites affect us as individuals and journalists. Textbook and article readings will show us past cases with positive and negative aspects of social media on journalists. A discussion of what social media holds for the future of young journalists will be a major course topic. Credits: 3(3-0)

### **CURR 588 Experimental: Beyond The Book**

This online course is focused on the way that current strands of research can inform methods for engaging students in interacting with texts. Informed by research on multimodalities and multiple literacies, participants will explore research and practice. This course focuses on engaging students interacting with texts before, during and after reading through multimodal responses and multiple modes of meaning making. Content will include recent research in multimodalities and multiple literacies, exploration of the types of texts used in K-12 instruction, methods of engagement, and purposes and products, as well as assessment methods. Credits: 3(3-0)

### **CURR 588 Experimental: Informational texts and the Language Arts Classroom**

This on line course is designed to explore non-fiction and informational texts and how they fit in the language arts curriculum. Candidates will study ways of using, creating and interacting with non-fiction texts to support student learning and meet Common Core Standards. This course will focus also on current research in literacy and application of theory and method to curriculum development. Credits: 3(3-0).

### **EDUC 588 Experimental: Understanding Personal Epistemologies through Diversity Strands in Your Curriculum**

This course is designed for graduate students interested in how teachers learn in our changing society. From a *theoretical* perspective, a sociocultural view on teacher learning will be emphasized, particularly the scholarship on learning communities. The course also focuses on teacher learning related to cultural differences. A central goal of the course is to identify potential lines of research on teacher learning about cultural differences. This class will invite teachers to explore their own curriculum informed by a “personal epistemologies” orientation, and with an emphasis on those elements self-identified and critically characterized as diversity strands. Personal epistemology in teacher education is also known as research on “self-study”—where the goal is to develop local knowledge that might be valued and useful to other professional educators (LaBoskey, 2004). This course is designed to invite practicing teachers to recognize the significance of personal beliefs on the content they teach and the manner in which material is presented for consumption by their students. Credits: 3(3-0)

### **GEOG 288 Experimental: Environment and Sustainable Development in Vieques, Puerto Rico**

This study away summer short course explores the complex relationship between the environment and sustainable development in Vieques, Puerto Rico. An island located eight miles off the Puerto Rico mainland, Vieques is renowned for its traditional Caribbean lifestyle, undeveloped beaches and wilderness areas. Unfortunately, as the poorest municipality in Puerto Rico, Vieques is also a troubled place. The island’s economic woes are tied to a colonial history that includes, beginning in the 1940s, widespread eviction of residents and occupation of two-thirds of the island by the US Navy.

Significant public health issues are also tied to this environmental contamination. Students will study Vieques at a pivotal moment in its history as it attempts to address, under a sustainable development model, its myriad environmental problems and reinvent itself as a lived-in and visited place. Two weeks of online instruction followed by two weeks of field instruction in Vieques. Prerequisites: None. Priority enrollment will be given to Geography, Environmental Studies Majors/Minors. Credits: 3(2-2)