READ 5399: Independent Study
READ 5303: New and Emerging Media Literacies (ONLINE)
Fall 2015
School of Education
The University of Texas at Tyler

A. Instructor Information
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B. Catalog Course Description
Exploration of new and emerging media technologies as powerful tools for enhancing K-12 students’ literacy development and learning, with an emphasis on how to integrate new media literacies such as the Internet into the curriculum and enhance literacy learning in the classroom.

C. Knowledge Base(s)
This graduate level course explores new and emerging media literacies and their relationship to literacy development and improvement across the K-12 school curriculum. Course content is informed by relevant theories, research, and practice pertaining to new and emerging media literacies (e.g., Coiro, Lankshear, & Leu, 2008; Gee, 2010; Knobel and Lankshear, 2007; Street 2005). A primary focus will be placed on (a) expanding teacher knowledge relative to new media literacies research and, (b) enabling them to use knowledge gained in designing and delivering effective literacy instruction across the K-12 curriculum.

Course content incorporates the International Reading Association (IRA) as well as the Texas Examination of Educator Standards (TExES) for the preparation of reading specialists/literacy coaches (IRA, 2010; TEA, 2006). IRA standards pertain primarily to specific elements of Standard 1: Foundational Knowledge, Standard 2: Instructional Strategies and Curriculum Materials, Standard 4: Diversity, Standard 5: Literate Environment, and Standard 6: Professional Learning and Leadership. TExES Standards pertain primarily to Domain 1: Instruction and Assessment-Components of Literacy, and Domain 2: Instruction and Assessment: Resources and Procedures.

D. Student Learning Outcomes
Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Develop an understanding of current research, policy, and practice related to new and emerging media literacies.
2. Explore critical issues pertaining to the use of new literacies across the K-12 school curriculum.
3. Apply knowledge gained in integrating new literacies across the curriculum with the goal of enhancing students’ learning and engagement.
4. Enhance one’s understanding of the influences of information communication technologies such as the Internet on students’ reading and writing habits and practices.
E. Course Projects, Evaluation and Grading

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. **Class Participation & Engagement** (30 points or 30% of course grade). Throughout the semester, you will be expected to engage either individually or in groups in a series of relatively brief but useful activities that will help increase your knowledge, skills, and experiences in using new media literacy tools to enhance students’ literacy learning and engagement. Examples of these activities might include (a) writing a critical reading and response to an article about new or emerging media literacies, to finding out how to use a particular Web 2.0 tool (e.g., how to use an app such as https://itunes.apple.com/us/app/record-of-reading/id543574721?mt=8 to conduct running records, (b) using cell phones or i-Pads to record a child reading your classroom or at home, or (c) reviewing new literacies assessments and instruction resources and their applications for your teaching.

Unless otherwise indicated, we will use the Blackboard Discussion Forum as a venue for responding to assigned readings, sharing what we have learned about new and emerging media tools and resources, or exploring questions related to new or emerging media literacies.

Active engagement entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with others online and offline, and exploring implications and applications of knowledge gained for your own professional work. Your asynchronous discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members). The following criteria will be used to evaluate your class participation and engagement.

- √ 0-15 points = Low level of participation and engagement
- √ 16-24 points = Moderate level of participation and engagement
- √ 25-30 points = High level of participation and engagement

2. **Integrating New Media Literacies in Instruction Project** (40 points or 40% of course grade). In this assignment, you will have an opportunity to apply what you have learned about new and emerging media literacies by developing a sample weeklong unit of study (assume about 1 hour of class per day for five days) in a language arts or a content area classroom of your choice. An example might be a unit of study focused on teaching middle level students the skills necessary, in addition to foundational literacy skills, when the goal is to understand and communicate new information on the Internet. Another example might be a unit of study aimed at using I-Pads to promote and support foundational literacy skills (e.g., phonemic awareness) among first grade students experiencing reading difficulties.
Your unit of study should be informed by relevant theories, research, and practice with respect to the integration of new and emerging media literacies across the school curriculum. In developing the unit of study, you should provide (a) a rationale for developing the unit for the target group of students in your selected classroom, (b) a list of student learning outcomes tied to the appropriate language arts or content area standards, (c) the overall plan for implementing the unit of study, (d) the new media literacies tools and/or materials used in the unit of study, (d) the instructional strategies used, and (e) the evaluation plan for assessing the learning outcomes have been achieved.

You will have an opportunity to present your proposed unit of study by using one or more media technology tools of your choice (e.g., Podcast, Wiki, narrated PPT or Prezi presentation, VoiceThread, other). The proposed unit of study will be evaluated on the extent to which you have effectively integrated new media literacies tools and practices to promote and/or strengthen students’ literacy development and/or content learning. More details about the specific requirements for this assignment will be provided at the appropriate time in the semester.

3. **Quizzes** (30 points or 30% of course grade). There will three scheduled quizzes (10 points each) throughout the semester that will cover material addressed in lectures, discussions, and assigned readings. The content of quizzes, which will consist of a mix of objective and/or constructed response answers, is designed to probe your level of preparedness in understanding and using information communication technologies to promote and support literacy assessment and instruction in your classroom settings.

**F. Evaluation and Grading Guidelines and Criteria:** All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

### Projects & Grading Criteria

<table>
<thead>
<tr>
<th>Class Projects</th>
<th>Weight</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Engagement</td>
<td>30%</td>
<td>30 points</td>
<td>As Assigned</td>
</tr>
<tr>
<td>2. Integrating New Media Literacies</td>
<td>40%</td>
<td>40 points</td>
<td>Week 14</td>
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<td>3. Final Exam</td>
<td>30%</td>
<td>30 points</td>
<td>TBA</td>
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<tr>
<td><strong>Totals</strong></td>
<td>100%</td>
<td>100 points</td>
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### Performance Standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>66-74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
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<tr>
<td>00-65</td>
<td>65% or Below</td>
<td>F</td>
<td>Mediocre</td>
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G. Core Course Texts and Materials

**Core Readings:** The core readings selected for purposes of this course consist of book chapters, reports, and articles selected from new literacies handbooks, literacy journals, and other relevant sources (see list of journals below list of references attached). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

**Recommended Resources**

**Books**


**Websites**

3. New Media Literacies-- [http://www.newmedialiteracies.org](http://www.newmedialiteracies.org)

**Journals**

b. *Educational Leadership* (ascd.org)
c. *Journal of Adolescent and Adult Literacy* (www.reading.org)
d. *Journal of Educational Psychology* (apa.org)
e. *Journal of Learning Disabilities* (www.ldanatl.org)
f. *Journal of Literacy Research* (www.nrconline.org)
g. *Language Arts* (www.ncte.org)
h. *Reading Research Quarterly* (www.reading.org)
i. *Tapestry Journal* (tapestry.usf.edu)
j. *The Reading Teacher* ([www.reading.org](http://www.reading.org))

**Note:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
## H. Course Outline & Schedule

The following course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class lectures and activities will be made as needed.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course Content</th>
<th>Readings &amp; Due Dates</th>
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<tbody>
<tr>
<td>Develop an understanding of current research, policy, and practice related to new and emerging media literacies.</td>
<td></td>
<td>August-September</td>
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</table>
| • Lecture 1: Course Overview  
• Lecture 2: Defining new and emerging media literacies  
• Lecture 3: Theoretical, research, and practical perspectives of new media literacies | Specific readings will be assigned from selected course texts, reports, and journals.  
E-Learning Activities assigned following each lecture | September-October |
| Explore critical issues pertaining to the use of new and emerging media literacies across the K-12 school curriculum. |  | October-November |
| • Lecture 4: Common Core Standards and new media literacies  
• Lecture 5: Integration of new and emerging technologies across the K-12 school curricula (Cont.)  
• Lecture 6: Integration of new and emerging technologies across the K-12 school curricula (Cont.) | Specific readings will be assigned regularly from selected course texts, reports, and journals.  
Quiz # 1: First Week of October | |
| Apply knowledge gained in integrating new literacies across the curriculum with the goal of enhancing students’ learning and engagement. |  | November-December |
| • Lecture 7: Using new media technologies to enhance reading and writing instruction for all students.  
• Lecture 8: Using i-Pads to support literacy assessment and instruction  
• Lecture 9: Assessing the new literacies of online reading comprehension | Specific readings will be assigned from selected course texts, reports, and journals.  
Integrating New Media Literacies Project: Due Last week of November  
Quiz # 3: Finals Week | |
| Enhance one’s understanding of the influences of information communication technologies such as the Internet on students’ reading and writing habits and practices. |  |  |
| • Lecture 10: Designing instruction to enhance the language, literacy, and content learning for diverse learners using new media tools and resources.  
• Lecture 11: Re-conceptualizing the nature of literacy, its assessment, and its teaching in light of new media literacies.  
• Lecture 12: New media literacies and teacher professional development |  |  |

**Guidelines for E-Learning Activities and Forum Discussions**
Discussion forums provide a convenient method for conducting asynchronous (not at the same time) discussions focused on specific topics, for sharing information about solving problems of addressing issues, and for seeking answers to questions you may have about a specific issue or question. Such forums are great for building community, especially in an online environment. Since our class is online, it is important for us to get to know each other and feel comfortable exchanging ideas, whether they are shared by all or not. In fact, debate is encouraged as long as a respectful tone is maintained. You will be graded on your participation in the discussions and contributions to the e-learning activities associated with these discussions.

1. Students are required to post to the appropriate discussion area by the dates specified. Participation should take place 2-3 times a week to allow the discussion to evolve as it takes place asynchronously. Responses should reflect your best thoughts about the readings, assignments, other students' postings, and the instructor’s comments. The goal is to create and support a learning community in our class.

2. The discussion forum is a safe place to make mistakes and ask questions. Students should strive to add value to the discussion with honest and sincere postings. Here are some characteristics of good postings.
   a. Your posting should be relevant to the topic or question under discussion. Digressions or social chat should take place in the forum created for social purposes. If you want to say something personal to a fellow student or me, please use email.
   b. Include the source of information from class readings or other resources you are using for your comment. If you are responding to a posed question, make reference to information from class readings, other students' postings, and/or personal experiences. You are encouraged to pose a question that might advance our discussion to another level. Elaborate on and/or extend someone else's posting. Provide examples to illustrate the point you are making.

3. Because of new media literacies, we use multiple ways of making meaning (e.g., we use print, image, sound, and other devices). Therefore, when communicating with classmates via the discussion forum, insert hyperlinks, graphics, video, and/or audio to illustrate your points. For instance:
   ✓ If you are referencing a website, include a link.
   ✓ If you are referring to a good example of a student work product, include a link.
   ✓ If you find a video or graphic that illustrates your point, include a link to it.
   ✓ If you find an online article that captures an important point, include the link in your post. You will be awarded exemplary points for including electronic features in your Forum posts.

4. You are always welcome to agree or disagree with whatever has been said in the discussions; please remember to explain your viewpoint, support it by class readings or other resources, and use a respectful tone.

**Tone:** Post comments using a positive or at least a neutral tone. The most basic rule of Netiquette in the Discussion Forums is: Post only comments that you would be comfortable receiving. To build a collaborative environment, an attentive, polite, and caring attitude helps to build the right tone to our communications with each other.

**Form:** As a courtesy to those reading your comments, proof read them before posting them. Spelling and grammar errors can obscure your meaning.

**Content:** Review the content of your posting before posting it. Does it address the topic under discussion? Does it add value to the discussion? Posting irrelevant material impedes the progress of mastering content in the discussion.

I. SELECTED READINGS


J. University Policies

Grade Replacement/Forgiveness: If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services: If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

• copying from another student’s test paper;
  • using during a test, materials not authorized by the person giving the test;
  • failure to comply with instructions given by the person administering the test;
  • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks
constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

K. College of Education and Psychology Vision & Mission Statements

Vision: The college of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars, who contributes to knowledge through a
Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by
law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate
include, but are not limited to: (i) the nature, purpose, timing, and amount of the communication;  (ii) the subject matter of the communication;  (iii) whether the communication was made openly or the educator attempted to conceal the communication;  (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;  (v) whether the communication was sexually explicit; and (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 3.