



READ 5303
New and Emerging Media Literacies
The University of Texas at Tyler
School of Education

Course: READ 5303-060 (20894)
Semester & Year: Spring 2021
Location: Graduate - Online

Instructor Information: Dr. Gina M. Doepker
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Virtual Zoom Office: Mondays 1:00-3:00

Important Reminders & Deadlines

First Class Day	January 11, 2021
Registration for Summer 2020 Begins	February 1, 2021
Deadline for Spring 2020 Graduation	March 1, 2021
Spring Break	March 8-13, 2021
Last Day to Withdraw from Course	March 29, 2021
Registration for Fall 2020 Begins	April 1, 2021
Final Exam Week	April 27-30, 2021
Spring Commencement	April 30, 2021

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 the in classroom.

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. This course will focus on expanding teacher/educator knowledge relative to new media literacies research; and, enabling teachers/educators to use knowledge gained in designing and delivering effective literacy instruction across the K-12 curriculum. Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2017);*
- *Texas Examination of Educator Standards (TExES)*

- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001)*,
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*
- *Texas Prekindergarten Guidelines (TPG 2015)*,
- *International Society for Technology in Education Standards for Educators (ISTE)*,
- *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards*,
- *College and Career Readiness Standards (CCRS)*

Student Learning Outcomes (SLO): Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Develop a working knowledge of generative theory that informs practice (praxis) related to new and emerging media literacies.
2. Develop a working knowledge of current research, policy, and practice related to new and emerging media literacies.
3. Explore critical issues pertaining to the integration of new literacies across the K-12 school curriculum.
4. Apply knowledge gained when integrating new literacies across the curriculum with the goal of enhancing students' learning and engagement.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Develop a working knowledge of generative theory that informs practice (praxis) related to new and emerging media literacies.	Course Readings Individual Choice Book Course Videos	E-Learning Activities, Readings and Discussions; Three Minute Mini Individual Choice Book Program Portfolio	ILA: 1.1 TExES: 1,3,5,6 TSBECS: IV(4.11s) InTASC: 1,3,4,8 CCRS: 1A, 2A
2. Develop a working knowledge of current research, policy, and practice related to new and emerging media literacies.	Course Readings Three Minute Mini Individual Choice Book Course Videos	E-Learning Activities, Readings and Discussions; Three Minute Mini Individual Choice Book Program Portfolio	ILA: 1.1,2.3 TExES: 1,3,5,6 InTASC: 4,8 CCRS: 1A, 2A
3. Explore critical issues pertaining to the integration of new literacies across the K-12 school curriculum.	Course Readings Three Minute Mini Individual Choice Book Course Videos	Integrating New Media Literacies Project; E-Learning Activities and Discussions; Three Minute Mini	ILA: 1.1,2.3 TExES: 1,2.4 TES: 4.4k,4.8k, 4.12s ISTE: 1a, 5c InTASC: 3,4,8 CCRS: 1A, 2A

		Program Portfolio	
4. Apply knowledge gained when integrating new literacies across the curriculum with the goal of enhancing students' learning and engagement.	Integrating New Media Literacies Project Three Minute Mini	Integrating New Media Literacies Project; Presentation and Comments Three Minute Mini Program Portfolio	ILA: 2.3,5.2,5.3 TEExES: 1,2,4 TES: 4.4k,4.8k, 4.12s TPG: vii ISTE: 1a. 5abc, 6c InTASC: 4,5,7,8 CCRS: 1A, 2A

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

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

1. **E-Learning, Readings, Discussions** (20 points or 20% of course grade). As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course's Canvas Discussion Forum feature for whole class discussions.

Engage deeply with class texts; respond actively, substantively and thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community. Because this is a graduate level course, expectations are high for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work. When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a general guide for organizing your responses:

- What are the main point(s) made or issue(s) raised in the assigned readings?
- What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
- What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
- In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
- What are you thinking about differently as a result of this/these reading(s)? What questions does it raise for you?

2. **Individual Choice Book** (20 points or 20% of course grade). From a list of books provided to you for this purpose, you will select one and read it. As the topics of new literacies and digital media are wide and because you each have divergent interests in it, we will each read a book-length work. The authors of these books go into sufficient depth, unattainable in an article that can help you turn up the heat under some aspect integration of new literacies and/or digital media/technology into your practice.
- **Week 3:** You will select your book and send me a note to identify your book choice.
 - **Week 5:** You will have your book and begin to read it.
 - **Week 6:** (5 points) You will join a whole class discussion forum in Canvas and do an initial update on your book. This way we can learn more about all the other titles we did not select, and we can discover who else among us, if anyone, is also reading the same book. This discussion post will include:
 - Tell us: Title, author, year, chapter titles.
 - Tell us: What the book is ABOUT in an overview sense. (Aim for about 100-200 words in this discussion post.)
 - Comment: Get around to at least two other people and leave a very short, collegial note for them (10-50 words).
 - **Week 8:** (5 points) You will again join a whole class discussion forum in Canvas and do another update on your book. In this update you will:
 - Tell us: Title, author, year, chapter titles.
 - Tell us: Let us know what's going on in the book, what it's suggesting to you and what you are thinking about as a result of reading. .
 - Tell us: Make connections with your text: Text to self; Text to text; Text to world. What are you thinking about regarding your practice? (Aim for about 100-200 words in this discussion post.)
 - Comment: Get around to at least two other people and leave a very short, collegial note for them (10-50 words).
 - **Week 10:** (10 points) You will again join a whole class discussion forum in Canvas. By this time, you will have finished your book. In this week's post, address each of the following four questions that tie back in with the course's learning objectives. (Aim for about 100 words PER QUESTION or 500-600 words overall.)
 - How has this book contributed to your understanding of language acquisition and literacy development?
 - How has this book contributed to your understanding of historical and current research, policy, and practice related to new and emerging media literacies and literacy development?
 - How has this book contributed to your ability to critically examine ways in which you can integrate new literacies across the curriculum with the goal of enhancing students' learning and engagement?
 - How has this book contributed to your ability to explore and work on solutions to critical issues pertaining to the integration of new literacies across the K-12 school curriculum?
 - How has this book contributed to your ability to make changes to your own thinking and practice as an educator? Be specific.
 - Comment: Get around to at least two other people and leave a very short, collegial note for them (10-50 words).

Please select your choice book selection from this list
Brock, A. (2015). <i>Introduction to Google Classrooms: An easy-to-use guide to taking your classroom digital</i> . New York: Createspace.
Carbaugh, E. M. & Doubet, K. J. (2016). <i>The differentiated flipped classroom: A practical guide to digital learning</i> . Thousand Oaks, CA: Corwin.
Hobbs, R. (2011). <i>Digital and media literacy: Connecting culture and classroom</i> . Thousand Oaks, CA: Corwin A SAGE Company.
Guzzetti, B., Elliott, K., & Welsch, D. (2010). <i>DIY Media in the classroom: New literacies across content areas</i> . New York: Teachers College Press.
Johansen, D. & Cherry-Paul, S. (2016). <i>Flip your writing workshop: A blended learning approach</i> . Portsmouth, NH: Heinemann.
Joosten, T. (2012). <i>Social media for educators: Strategies and best practices</i> . San Francisco, CA: Jossey-Bass.
Kajder, S. (2010). <i>Adolescents and digital literacies: Learning alongside our students</i> . Urbana, IL: NCTE.
Lirenman, K. & Wideen, K. (2016). <i>Innovate with iPad: Lessons to transform learning in the classroom</i> . EduTech Team Press.
Muhtaris, K. & Ziemke, K. (2015). <i>Amplify digital teaching and learning in the K-6 classroom</i> . Portsmouth, NH: Heinemann.
Ohler, J. (2013). <i>Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity (2nd ed.)</i> . Thousand Oaks, CA: Corwin.
Pahomov, L. & Siegel, D. (2014). <i>Authentic learning in the digital age: Engaging students through inquiry</i> . Alexandria, VA: ASCD.
Wilson, D., Alaniz, K., & Sikora, J. (2017). <i>Digital media in today's classrooms: The potential of meaningful teaching, learning, and assessment</i> . Lanham, MD: Rowman & Littlefield.

3. **Three Minute Mini** (10 point or 10% of course grade). Virtual teaching and learning is now a reality that is rapidly changing the way teachers teach and students learn. You will be a part of the solution in helping other teachers to become more proficient and effective with their virtual literacy teaching. For this assignment you will be creating a three minute mini video that focuses on how teachers can use new media literacy tools to support their literacy instruction. Likewise, you will be contributing to the body of knowledge regarding literacy instruction and new media literacy tools which will be added to a video library repository in the K-16 Literacy Center at UT Tyler to be used by teachers in the future. (NO STUDENTS can be videotaped for this assignment.) See below for more details.
- (a) **Choose a New Media Literacy Tool** that you want to showcase in your Three Minute Mini video.
 - (b) **Choose a Literacy Skill** (e.g. phonemic awareness, alphabetic principle, phonics, sight words, fluency, vocabulary, comprehension etc...) that you want to focus on in your Three Minute Mini video.

- (c) **Write a proposal** (5 points) for your Three Minute Mini video. Your proposal should be one page/single spaced and include:
- i. **New Media Literacy Tool:** Write a brief description of what the tool is and how to use it.
 - ii. **Literacy Skill:** Write a brief description of what the literacy skill is and what the target grade level is for this literacy skill.
 - iii. **What Does the Research Say** regarding effective literacy instruction for your chosen literacy skill AND how will your chosen New Media Literacy Tool help teachers to be more effective with their virtual teaching?
 - iv. **Consent Statement:** (Choose one statement below.)
 1. “I, (your name)_____, give my permission to post my Three Minute Mini video on the UT Tyler K-16 Literacy Center website for educational purposes only.”
 2. “I, (your name)_____, DO NOT give my permission to post my Three Minute Mini video on the UT Tyler K-16 Literacy Center website for educational purposes only.”
 - v. **References**
- (d) **Week 8:** Submit the Three Minute Mini video proposal in Canvas
- (e) **Week 11:** Submit the Three Minute Mini video (5 points) in Canvas. Your video should include:
- i. **Welcome Message:** “Welcome to my three minute mini.”
 - ii. **Introduce yourself:** Who are you? Where do/did you teach? What grades do/did you teach?
 - iii. **Introduce your New Media Literacy Tool:** What is the tool?
 - iv. **Introduce your literacy skill:** What literacy skill will you be focusing on in the video.
 - v. **Step-by-Step Directions:** Show how to use the New Media Literacy Tool to support the students’ literacy skill development.
 - vi. **Research Statement:** “According to (Who?) _____ , research shows that (fill in the blank) _____ .”
 - vii. **Concluding Message:** “I hope my Three Minute Mini for (New Media Literacy Tool?) _____ was helpful. I wish you much success with using (New Media Literacy Tool?) in your virtual teaching.”

4. **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 rationale for developing the unit for the target group of students in your selected classroom,
- a list of student learning outcomes tied to the appropriate language arts or content area standards,
- the overall plan for implementing the unit of study,
- the new media literacies tools and/or materials used in the unit of study,
- the instructional strategies used, and
- 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, narrated PPT or Prezi presentation, Voice Thread, 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.

5. **Final Exam** (5 points or 5% of course grade). There will be a final exam that will cover material addressed in course notes, videos, and assigned readings. The content of the final exam, which will consist a constructed response answer, 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.
6. **Program Portfolio Artifact (QEP)** (5 points)

Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished this semester; (2) select a national standard and a state standard about which this artifact is evidence of your mastery; (3) write your rationale for including this artifact to serve as professional evidence; and (4) write your reflection on ways in which the creation of this artifact stimulated within you a set of experiences the outcome of which is your own learning/change of mind/deeper understanding that is centered on the national and state standards for literacy professionals and leaders.

Main Tasks: Your task is to first complete the major assignments for this course. Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth. Third, you select standards that your work exemplifies. Fourth, you will substantively write both a rationale for inclusion and a reflection on your own learning related to the artifact and the chosen standards. Expect to write a four to six sentence paragraph for each. You will submit the already-graded artifact, and, on a separate Word document, the standards and written work required. You can expect instructor feedback and a grade on this assignment. At the conclusion of the course, it is expected that you will

incorporate any feedback you receive and improve your rationale and/or reflection and that you will insert the artifact and your writing into your ongoing Wix portfolio.

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.

Last day to Withdraw from Course: Monday, March 29th

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. E-Learning, Readings, Discussions	20%	20 points	On-going
2. Individual Choice Book	20%	20 points	Week 10
3. Three Minute Mini	10%	10 points	Week 11
4. Integrating New Media Literacies	40%	40 points	Week 13
5. Program Portfolio Artifact	5%	5 points	Week 14
6. Final Exam	5%	5 points	Week 15
Totals	100%	100 points	

Performance Standards

Performance standards			
Points	Percent	Grade	Standard
93-100	93%	A	(Excellent) Superior
84-92	84%	B	(Good) Above Average
75-83	75%	C	(Undeveloped) Average
66-74	66%	D	(Poor) Below Average
00-65	65% or below	F	(Unacceptable) Mediocre

Required Texts, Materials, & Supplies:

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.

Required Books

1. Scheibe, C. & Rogow, F. (2012). *The teacher's guide to media literacy: Critical thinking in a multimedia world*. Thousand Oaks, CA: SAGE Publications.
ISBN-10: 1412997585
ISBN-13: 9781412997584 (pbk.)

FREE ACCESS to the UT Tyler Muntz Library **EBOOK** for [*The Teacher's Guide to Media Literacy : Critical Thinking in a Multimedia World*](#)

Link to book page on Amazon to purchase:

https://www.amazon.com/Teachers-Guide-Media-Literacy-Multimedia/dp/1412997585/ref=sr_1_1?ie=UTF8&qid=1539276973&sr=8-1&keywords=the+teachers+guide+to+media+literacy&dpID=51nmDswNk4L&preST=SX218_BO1,204,203,200_QL40_&dpSrc=srch

2. Dowd, H. & Green, P. (2016). Classroom management in the digital age: Effective practices for technology-rich learning spaces. EdTech Team Press.
ISBN-10: 1945167122
ISBN-13: 978-1945167126

Link to book page on Amazon to purchase:

https://www.amazon.com/Classroom-Management-Digital-Age-Technology-Rich/dp/1945167122/ref=sr_1_1?ie=UTF8&qid=1481928945&sr=8-1&keywords=Classroom+management+in+the+digital+age%3A

3. Individual Choice Book: Must select by week 3. Must acquire by week 5. (See pages 4-5)
4. A collection of articles and reports extracted from journals, books, and websites.
 - a. National Council of Teachers of English (NCTE) Position Statements:
 - i. [Code of Best Practices in Fair Use for Media Literacy Education](#)
 - ii. [Beliefs for Integrating Technology into the English Language Arts Classroom](#)

Recommended Websites

1. [New Literacies Research Lab](#)
2. [National Education Association Policy Statement on Digital Learning](#)
3. [New Media Literacies](#)
4. [New Literacies Collaborative](#)

Recommended Journals

- a. *American Educational Research Journal*
- b. *Educational Leadership*
- c. *Journal of Adolescent and Adult Literacy*
- d. *Journal of Educational Psychology*
- e. *Journal of Learning Disabilities*
- f. *Journal of Literacy Research*
- g. *Language Arts*
- h. *Reading Research Quarterly*
- i. *Tapestry Journal*
- j. *The Reading Teacher*

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.

READ 5303-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES Tentative Schedule Spring 2021

Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK# MODULE# BEGIN DATE	ACTIVITIES and ASSIGNMENTS	DUE DATES
WEEK 1 MODULE 1 M 1/11	READ: 1-Article: Kist & Pytash (2015) I love to flip new literacies. 2-Article: Dressman (2007) Changing definitions of literacy 3-Textbook#1: Scheibe & Rogow (2012) Introduction pp.1-9. LECTURE NOTES: Course Overview WHOLE CLASS DISCUSSION: 1-Post & Comments over readings 2-Flipgrid Video Introductions – Classmate Meet and Greet	1/17/21 11:59 PM
WEEK 2 MODULE 2 M 1/18	READ: 1-Article: Leu et al. (2011). The new literacies of online reading. 2-Textbook#1 Ch. 1: “What Do We Mean by <i>Media</i> ?” pp. 11-16. 3-Textbook#2 Dowd & Green - Preface & Ch.1: “Classroom procedures,” pp. 1-20. LECTURE NOTES: New Literacies: An Overview WHOLE CLASS DISCUSSION: Post & Comments over readings	1/24/21 11:59 PM
WEEK 3 MODULE 3 M 1/25	READ: 1-Article. Jenkins et al. (2006). Confronting the challenges of participatory culture. [White paper.] READ SELECTIVELY. Pay particular attention to the front matter (pp. 3-20) 2-Textbook#1 Ch. 2: “What is <i>Media Literacy</i> ?” pp. 19-33. 3-Textbook#2 Ch.2– Dowd & Green, “Classroom rules and expectations,” pp. 21-37. LECTURE NOTES: Exploring Theoretical, Research, and Practical Aspects of New Literacies WHOLE CLASS DISCUSSION: Post & Comments over readings	1/31/2100000 11:59 PM

	<p>PROJECT: Choice Book Selection – Send me a note with your book selection.</p>	
<p>WEEK 4 MODULE 4 M 2/1</p>	<p>READ: 1-Article. Kist, W. (2013, March). New literacies and the Common Core. Educational Leadership, 38-43.</p> <p>2-Textbook#1 Ch. 3: “What is Media Literacy Education” pp. 35-60.</p> <p>3-Textbook#2 Ch. 3 – Dowd & Green, “Teaching tips and strategies,” pp.39-61.</p> <p>LECTURE NOTES: New Literacies & The Common Core State Standards</p> <p>WHOLE CLASS DISCUSSION: Post & Comments over readings</p>	<p>2/7/21 11:59 PM</p>
<p>WEEK 5 MODULE 5 M 2/8</p>	<p>READ: 1-Start reading your Choice Book.</p> <p>2-Textbook#1 Ch. 5: “General Approaches to Teaching Media Literacy Across the Whole Curriculum” pp. 101-112.</p> <p>3-Textbook#2 Ch. 4– Dowd & Green, “Partnering with parents,” pp. 63-68, and “Parting Words” on following page.</p> <p>LECTURE NOTES: Using Mobile Technologies to Support New Literacies Instruction in K-12 Settings</p> <p>WHOLE CLASS DISCUSSION: Post & Comments over readings</p> <p>PROJECT: Individual Book Choice – Get the book and begin reading.</p>	<p>2/14/21 11:59 PM</p>
<p>WEEK 6 MODULE 6 M 2/15</p>	<p>READ: 1-Read Choice Book.</p> <p>2-Article: Northrop & Killeen (2013). A framework for using iPads to build early literacy skills. The Reading Teacher, 56(7), 531-537.</p> <p>3-Textbook#1 Ch. 6: “Integrating Media Literacy Into Specific Content Areas” pp. 121-137.</p> <p>LECTURE NOTES: Using iPads to support New Literacies Instruction in K-12 Settings</p>	<p>2/21/21 11:59 PM</p>

<p>WEEK 7 MODULE 7 M 2/22</p>	<p>PROJECT: Individual Book Choice Book Introduction</p> <p>READ: 1-Read Choice Book.</p> <p>2-Textbook#1 Ch. 4: “What Are Questions the Answer? Teaching Students How to Analyze Media Messages” pp. 63-72.</p> <p>3-Textbook#2 – Dowd & Green, RESOURCES, at end of book –Headings: Standards; Common Sense; Educational Origami; and, Research Skills. Examine each. Visit each website. Consider the potential of each as you begin to think about your project.</p> <p>LECTURE NOTES: Internet Reciprocal Teaching: A Strategy for Integrating the New Literacies of Online Reading Comprehension</p> <p>WHOLE CLASS DISCUSSION: Post & Comments over readings</p> <p>PROJECT: 1-Integrating New Media Literacies in Instruction Project: Brainstorm ideas.</p>	<p>2/28/21 11:59 PM</p>
<p>WEEK 8 MODULE 8 M 3/1</p>	<p>READ: 1-Read Choice Book.</p> <p>2-Textbook#1 Ch. 7: “Media Literacy Lesson Plans” pp. 141-183.</p> <p>LECTURE NOTES: Designing Instruction Units to Support New Literacies Integration</p> <p>PROJECT: 1-Individual Book Choice Book Update</p> <p>2. Three Minute Mini Proposal</p> <p>2-Integrating New Media Literacies in Instruction Project: Begin to draft your plan.</p>	<p>3/7/21 11:59 PM</p>
<p>M 3/8-3/14</p>	<p>UT TYLER SPRING BREAK</p>	
<p>WEEK 9 MODULE 9 M 3/15</p>	<p>READ: 1-Read Choice Book.</p> <p>2-Article: Rogers (2015): “Five easy ways to bring blogging into your classroom” p. 38-40.</p> <p>3-Textbook#1 Appendix B “Designing Media Literacy Lessons:</p>	<p>3/21/21 11:59 PM</p>

	<p>A Checklist” pp. 211-212.</p> <p>LECTURE NOTES: Use of Blogging to Enhance Student Reading & Writing Online</p> <p>PROJECT: 1-Integrating New Media Literacies in Instruction Project: Share your DRAFT with peers for feedback.</p>	
<p>WEEK 10 MODULE 10 M 3/22</p>	<p>READ: 1-Finish reading Choice Book.</p> <p>2-Textbook#1 Ch. 8: “Does It Work?” pp. 189-200.</p> <p>LECTURE NOTES: Supporting English Learners (ELs) With New Literacies Instruction</p> <p>PROJECT: 1-Individual Book Choice Book Final Reflection</p> <p>2-Integrating New Media Literacies in Instruction Project: Continue to draft your plan.</p>	<p>3/28/21 11:59 PM</p>
<p>WEEK 11 MODULE 11 M 3/29</p> <p>Last Day to withdraw from classes</p>	<p>READ: 1-Textbook#1 Ch. 9: “Sounds Great, But I don’t Have Time! Getting Past the Barriers and Why It’s Worth It” pp. 201-205.</p> <p>LECTURE NOTES: Teacher Professional Development for 21st Century Educators</p> <p>ASSIGNMENT: Three Minute Mini – Submit your mini lesson video.</p> <p>PROJECT: 1- Integrating New Media Literacies in Instruction Project: Keep drafting your plan.</p>	<p>4/4/21 11:59 PM</p>
<p>WEEK 12 MODULE 12 M 4/5</p>	<p>READ: 1-Textbook#1 Appendix A “Excerpts From Core Principles of Media Literacy Education in the United States” pp. 211-216.</p> <p>LECTURE NOTES: Promoting Socially and Ethically Responsible Use of Information Communication Technologies in the Classroom</p> <p>PROJECT: 1- Integrating New Media Literacies in Instruction Project: Final revisions/edits. Contact the UT Tyler Writing Center for help with editing. https://www.uttyler.edu/writingcenter/</p>	<p>4/11/21 11:59 PM</p>
<p>WEEK 13 MODULE 13</p>	<p>PROJECT: 1-Integrating New Media Literacies in Instruction Project:</p>	<p>4/18/21 11:59 PM</p>

M 4/12	Submit final draft plan in Canvas.	
WEEK 14 MODULE 14 M 4/19 Last Week of Classes	PROJECT: 1- Integrating New Media Literacies in Instruction Project: Presentation. 2- Program Portfolio Artifact	4/25/21 11:59 PM
WEEK 15 MODULE 15 M 4/26 Finals Week	ONLINE FINAL EXAM ONLINE COURSE EVALUATION	4/26/21 11:59 PM

BIBLIOGRAPHY

- Alvermann, D.E. (2001). Reading adolescents reading identities: Looking back to see ahead. *Journal of Adolescent & Adult Literacy*, 44(8), 676-690.
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UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st

Century through productive contributions to local and global communities and toward individual and cultural equity.

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 that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).