Texas A&M University- San Antonio

College of Education and Human Development

Department of Curriculum & Instruction

EDRG 5327: Digital Literacies

COURSE DESCRIPTION: This course explores new and emerging literacies and their relationship to literacy development and improvement across the 1-12 school curriculum. Course content is informed by relevant theories, research, and practice pertaining to current understandings of learning and digital use. Students are expected to develop skills needed to effectively integrate these multiliteracies into their professional practices.

· Students will develop a conception of "digital literacy" as a multifaceted, social process of decoding text, audio, and visual symbols and signals.
· Students will gain a familiarity with a range of research perspectives which engage with digital literacy.
· Students will refine their understanding of the affordances of a range of media, and these features' implications for literacy.
· Students will confront and assess their own preconceived ideas about literacy and technology skills and how learners acquire them.
· Students will be able to create a variety of digital texts to communicate in different genres and for multiple purposes.
· Students will be able to articulate the cultural and political implications of communication, with attention to concerns of power and equity online and in classrooms.

Reading Specialist Standards

· Standard I: Components of Reading
· Standard II: Assessment and Instruction
· Standard III: Strengths and Needs of Individual Students
· Standard IV: Professional Knowledge

A. MAJOR COURSE REQUIREMENTS:

1. Digital Collage: Exhibit your skills in digital image editing: cropping, scaling, selecting, composting, using layers, combining text and images. In addition to these technical requirements, your collage must also strive for expressive content, common in our study of new media: playfulness, non-linearity and multiplicity, irony/paradox, etc. You are free to choose the subject and style of your collage.

Links:

· [Wikipedia Collage](#)
· [Flickr Collage Tag](#)
· [Pinterest Collage Search](#)
· [DeviantArt Collage Search](#)
· [Quick Start to Making a Collage in Gimp](#)

2. Media Analysis Critique: You will write a paper concerning a new media work (website, Software/app, film, tv show, etc.) and offer an analysis of it. Your analysis is a pointed critique that uses the work you are analyzing to offer new insight and new ideas.

3. Web Portfolio: Work within your TAMUSA portfolio or other website host such as WordPress, to incorporate the projects from this class. Your portfolio will be assessed on its logical structure/organization, its usability, and its use of design and other digital media elements to enhance its appeal and message. In short, your portfolio should demonstrate your mastery of the specific digital tools to aid in expressing ideas through a multimedia website or portfolio.

B. LEARNING OBJECTIVES:

Upon completion of this course students will be able to:

· Students will develop a conception of "digital literacy" as a multifaceted, social process of decoding text, audio, and visual symbols and signals.
· Students will refine their understanding of the affordances of a range of media, and these features' implications for literacy.
· Students will confront and assess their own preconceived ideas about literacy and technology skills and how learners acquire them.
· Students will be able to create and teach lessons through an asynchronous or synchronous experience.
· Students will be able to articulate the cultural and political implications of communication, with attention to concerns of power and equity online and in classrooms.
· Students will be able to evaluate online sources and communicate their learning with others.

B. STANDARDS:

Reading Specialist Standards

· Standard II: Assessment and Instruction
· Standard IV: Professional Knowledge

C. LECTURE OR DISCUSSSION TOPICS:

- Critical Literacy: What are digital literacies?
- Using programs to enhance teaching (Word, Powerpoint, and other technologies)
- Multiliteracies
- New Literacies
- Media Literacy
- Images and Visuals
- Power, Gender, and Race in Digital Literacies
- Privacy, Security, and cyberbullying
- Using computer-based assessments: Data Mining
- Speaking through Media

D. REQUIRED & RECOMMENDED READINGS: Readings are digital and may include:

Baker, F. W. (2012) Teaching Media Literacy from Media literacy in the K-12 classroom. International Society for Technology in Education.

Delpit, L. D. (1992). Acquisition of literate discourse: Bowing before the master? Theory into Practice, 31(4), 296–302.

Fanon, F. (2000). The fact of blackness. In L. Back & J. Solomos (Eds.), Theories of Race and Racism: Reader (pp. 257–266).

Freire, P. (1971). Chapter 2 from Pedagogy of the Oppressed. (M. B. Ramos, Trans.). New York: Herder and Herder.

Manovich, L. (2007). "What is new media?" from The language of new media. MIT Press.

Mirzoeff, N. (2015). #BlackLivesLooking: A Year After Ferguson. Tidal. (read online)

Gee, J. P. (1989). What Is Literacy? Journal of Education, 171(1), 18–25.

Delpit, L. D. (1992). Acquisition of literate discourse: Bowing before the master? Theory into Practice, 31(4), 296–302.

The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66(1), 60-92.