



EDCI 527, SECTION 01W, CRN 50251- Integrating Digital Literacies Into Traditional Instructional Settings

COURSE SYLLABUS: SUMMER II, 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Kamshia Childs

Office Location: Virtual

Office Hours: Tuesdays 3-4pm (Virtually via Zoom)

University Email Address: Kamshia.Childs@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Please allow 24 hours response time (If contacted on the weekend, I will reply by Monday at Noon)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:



Title: Read the World: *Rethinking Literacy for Empathy and Action in a Digital Age*

Author(s): Ziemke, Kristin and Muhtar, Katie

ISBN 978-0-325-10891-9

2020 / 240pp / Paperback

This is an overall guide. The *syllabus/schedule* are subject to change.

Software Required: Microsoft Word (or another Word document program), Any slideshow app or presentation software

Optional Texts and/or Materials:

-Selected articles will be provided at the onset of the course to support further learning

Course Description

This course will examine ways in which educators can bridge the gap in engagement in school settings by addressing the integration of popular culture, outside of the classroom/social aspects, and digital literacies within the traditional academic learning setting. The course will address strategies and emerging technologies to make curriculum relevant and authentic, as well as teach course participants to use skills and technology tools that will cross subject areas beyond ELA. Best practices in using technology as teaching and learning tools will be presented, and students will define and explore current uses of digital literacies to create, as well as improve lessons and classroom experiences.

Student Learning Outcomes

1. Students will be able to determine ways to utilize and implement technology and digital tools into literacy instruction.
2. Students will utilize digital literacy tools that can be integrated into multidisciplinary subject areas.
3. Students will create and modify curriculum in a manner that addresses students' social literacy habits and academic literacy development.
4. Students will gain strategies to evolve and develop literacy lessons and curriculums as technology and popular culture changes with time.
5. Students will gain knowledge and/or a definition of what digital literacies mean and how they are used in current public-school settings (Examining TEKS, Society for Technology in Education (ISTE) standards, National standards, etc.).
6. Students will learn a variety of authentic and relevant ways in which literacy stakeholders can enhance literacy engagement inside and outside of classroom settings.

TEA Digital Literacy Requirement:

TAC 228.57(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

(8) Instruction in digital learning, virtual instruction, and virtual learning as defined in TEC 21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. This course will have an assignment focused on:

(C) Cover best practices in:

- (i) assessing students receiving virtual instruction, based on academic progress; and
- (ii) developing a virtual learning curriculum

<https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch228d.pdf>

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need the following technical skills: Use of the learning management system (D2L), Microsoft Word and PowerPoint, presentation and graphics programs, formation of a beginner level blog website, and the use of research databases.

Instructional Methods

Students will be exposed to mini/pocket virtual lectures, cooperative discussion groups (Virtually), online meetings/conferencing/breakout room meetings (if necessary for initial course kickoff), and flipped instruction methods (participation/discussion).

Student Responsibilities or Tips for Success in the Course

- 1. REQUIRED READING:** Students are required to read the chapters/articles in the course readings. In doing so, students will be more prepared to engage in the content and assignments covered in the course.
- 2. EXPECTED HOURS OF OUTSIDE WORK:** For each 3-hour course, expect to spend 3-6 hours per week in reading, assignments, and projects.
- 3. WRITTEN WORK:** All work turned in must be typed, 12 pt. font, double-spaced when turned in. All references must be cited in APA 7th edition format.
- 4. PARTICIPATION and PROFESSIONALISM:** Students are encouraged to attend online meetings/classes (when offered)— if they cannot attend, no problem-- a recording of live class sessions will be provided. Students are also expected to participate in class discussions, communicate with the instructor, attend online office hours when help is needed, and collaborate with peers. Students should represent themselves in a professional manner and treat their peers and instructor with respect. Remember, your work/assignments and interactions with others represent you!

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 450- 500 Points

B = 400- 449 Points

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C = 350- 399 Points

D = 300- 349 Points

F = 299 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	60%
Discussions	20%
Final Exam	20%
TOTAL	100%

Assessments

Students enrolled in the course will complete the following assignments:

1. **Discussion/Engagement Activities:** Students will complete two activities per week that allow them to demonstrate their knowledge of readings (articles, curriculums, lessons) and videos (lectures, demonstrations, etc.). This will be done on the discussion board, or other interactive forum in which the entire class can share and collaborate. (*Each assignment is worth 10 points; 8 Discussion/Engagement activities = 80 points total*)

2. **Application/ Technology Tool Top Five:** In order to stay relevant and engaging, educators need to know the most current tools to engage their students. For this assignment, students will search for, then create a list of, and give a brief summary of the five best apps and/or digital resources for teachers to incorporate into literacy lessons. This assignment should be tailored to or focused on the grade level or subject area in which the student currently works in or seeks to serve in. At least one of these tools should address assessment and academic progress using virtual instruction. (*Worth 20 points total*)

3. **“Create Your Own” Mini PD Presentation:** Using the course text, you will select the most important component from your assigned chapter, and present a short session (as if you were presenting to other educators). Choose the top three points from your selected chapter, and in a presentation format other than a traditional PowerPoint or Google Slides (can be, but not limited to, a short video, commercial/infomercial, storyboard, Canva video, Prezi, or another presentation platform or forum). (*Worth 100 points total*)

4. **Lesson Plan/Curriculum Remix:** Students will take a lesson plan or curriculum document from their current or ideal setting and “remix” curriculum documents or lesson plans to create a virtual learning curriculum using the Curriculum Remix checklist form (provided by the instructor). Three components will be turned in: the original lesson, the remixed lesson, and a video with rationale/explanation/justification of changes. (*Worth 200 points total*)

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5. **Final Examination:** Students will create a scholarly, research-supported essay related to the definition of digital literacies and how using popular culture and technology within lessons and curriculum can positively benefit and impact students' academic journeys. Both a written essay and a creatively formatted summary of the essay will be turned in. (*Worth 100 points total*)

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Your interaction with the instructor of this course is very important to your success. Please communicate via email or text if you are having any issues or have any questions, and your professor will make necessary steps to provide support and clarification. The instructor's contact information is at the top of this syllabus.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. **ATTENDANCE** is monitored by your viewing and completion of module content in D2L (This can be monitored by your professor). **Participants are expected to participate actively and constructively. Your attendance and participation will impact your grade, particularly if you are on the borderline of a grade.** Contact the instructor (via email) if you anticipate any issues that will interfere with your participation in the online course, and give the reason explaining the situation. This is a common courtesy that is expected by all teachers. It is also part of building the "community of learners" we need in our online environment. We are trying to encourage professional development and life-long learning skills. Remember: **Class activities and group discussions cannot be made up**; therefore, reinforcing the idea that participation and communication is important.

Confused on an assignment? CHECK THE WEEKLY UPDATES/AGENDA and D2L first. You are responsible for obtaining class materials/assignments/notes and being prepared for any online class meetings. If you are unable to make an optional online meeting, it is your responsibility to review the necessary materials and assignments when the professor posts the replay of the meeting.

2. **LATE WORK** must be turned within a week of the student's return to daily activities from illness to earn credit. Check D2L for the weekly updates/agenda to see what you have missed. Students must get assignments from the instructor, or from a peer if they miss any synchronous instruction. If work is late and is unexcused, a late penalty will be deducted (10%) for each day (up to 5 days). **Due to pandemic situations, some flexibility in this policy will be at the professor's discretion.*

3. **MISSED EXAMS** Students will only be allowed to make up missed exam if they inform the instructor of the reason for their missed submission and have a written excuse. If a late submission excuse is not submitted and the submission is unexcused, students may take the exam and earn a maximum of 70% (70 points out of 100).

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance in D2L and via email.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following policies and procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



Department or Accrediting Agency Required Content

ILA Standards

ILA STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

- 5.1 Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners.
- 5.2 Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment.
- 5.3 Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences.
- 5.4 Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning

Conceptual Objectives:(Supported through TEKS and TExES Standards) This course will focus on the teacher knowledge and applications as supported by the following Standards:

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TEA Technology Applications Standards

Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II. All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning

Standard III. All teachers acquire, analyze, and manage content from digital resources.

Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard VI. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard VII. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

PPR All Level Standards

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.17k the importance of knowing when to integrate technology into instruction 1.17s use technological tools to promote learning and expand instructional options; assessment 1.22k how materials, technology, and other resources may be used to support instructional content and meet instructional goals and objectives; instructional goals and objectives and engage students in meaningful learning

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.10s implement routines and procedures for the effective management of materials, supplies, and technology

RSP TEKS Competencies

Domain II — Instruction and Assessment: Resources and Procedures

Competency 010 (Instructional Methods and Resources): The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

L. Knows how to design and implement instruction in interpreting, analyzing and evaluating information (e.g., maps, charts, graphics, video segments, technology

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presentations) and how to use media to produce visual images, messages and meanings.

Domain IV — Professional Knowledge and Leadership

Competency 013 (Theoretical Foundations and Research-Based Curriculum): *The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.*

D. Knows the role of societal trends and technological innovations in shaping literacy needs (e.g., the Internet, reading electronic texts).

Competency 014 (Collaboration, Communication and Professional Development): *The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating and participating in professional development.*

A. Demonstrates knowledge of how to use leadership, communication and facilitation skills and strategies to effect positive change in the school reading program and literacy instruction.

B. Demonstrates knowledge of principles, guidelines and professional ethical standards related to collegial and professional collaborations and applies skills and procedures for facilitating effective interactions among groups and individuals to improve literacy instruction for all students.

E. Applies strategies for working with other educators to involve parents/guardians in cooperative efforts to support students' reading and writing development.

COURSE OUTLINE / CALENDAR (FIVE WEEKS and FIVE MODULES)

Week	Assignments & Readings	Due Date
1	<p>Complete Module #1</p> <ul style="list-style-type: none"> • Discussion posts: Introductions & Engagement Activity #1; Engagement Activity #2 • Complete <i>Reading this week's Texts: READ Ch. 1 of Read the World Textbook (Ziemke & Muhtar) pg. 1-32 "Foundational Structures for Today's Learner"</i> • <i>Begin Ch.2 "Reading Today's Texts: Comprehension and Thinking in a Digital Age"</i> 	<p>-Engagement Activity #1 due on Tuesday</p> <p>-Engagement Activity #2 due on Friday</p> <p>-Application/ Technology Tool Top Five (Assignment due on Saturday)</p>
2	<p>Complete Module #2</p> <ul style="list-style-type: none"> • Engagement Activities #3 & #4 • Complete <i>Reading this week's Texts: "Comprehension and Thinking in a Digital Age" READ Ch. 2 of Read the World Textbook (Ziemke & Muhtar) pg. 35-89</i> 	<p>-Engagement Activity #3 due on Tuesday</p> <p>-Engagement Activity #4 due on Thursday</p> <p>"Create Your Own" Mini PD Presentation (Assignment due on Saturday)</p>
3	<p>Complete Module #3</p> <ul style="list-style-type: none"> • Engagement Activity #5 & #6 • Complete <i>Reading this week's Texts: "Critical Reading: Developing an Empathetic Stance Through Connected Literacy" READ Ch. 3 of Read the World Textbook (Ziemke & Muhtar) pg. 91-149 *Focus on: "Try It" Activities Ex. Responding and Connecting (p. 131)</i> 	<p>-Engagement Activity #5 due on Tuesday</p> <p>-Engagement Activity #6 due on Thursday</p> <p>Begin Lesson Plan/Curriculum Remix Assignment- due next Sat</p>
4	<p>Complete Module #4</p> <ul style="list-style-type: none"> • Engagement Activity #7 & #8 • Complete <i>Reading this week's Texts: READ Ch. 4 of Read the World Textbook (Ziemke & Muhtar) pg. 151-183 "Student Agency: Rethinking Action for a Better World</i> 	<p>BEGIN FINAL EXAM (Module #5)</p> <p>-Engagement Activity #7 due on Tuesday</p> <p>-Engagement Activity #8 due on Thursday</p> <p>Complete & Turn in Lesson Plan/Curriculum Remix</p>
5	<p>Complete Module #5 Final Exam</p>	<p>FINAL EXAM Due on Wed 8/5/26, Last day of course 8/6/26</p>

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