# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page (hover over text for more instructions)

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| A.1[. Course or program](#_heading=h.gjdgxs) | READ 688 Reading Instruction in the Digital Era |  |
| Academic Unit | School of Education |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: creation  |
| A.3. [Originator](#bookmark=id.4d34og8) | Natasha Feinberg | [Home department](#bookmark=id.2s8eyo1) ELED |  |
| A.4. [Rationale](#bookmark=id.17dp8vu)Additional Information for [new programs](#bookmark=id.tyjcwt) | The purpose of this proposal is to create a new class in the M.Ed. in Reading program. This class will instruct on the use of digital literacy. In this course, students define digital literacy, explore how digital literacy is taught as well as available digital literacy tools and platforms. With the increase in virtual learning, this is a necessary class for reading teacher preparation. |
| A.5. [Student impact](#bookmark=id.2u6wntf) | The addition of this class will serve to pull together the major themes of this program. It will link theory to practice. |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | None |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn):  | Karen Capraro, Fall, 3 credits |
| [*Library*:](#bookmark=id.26in1rg) | None |
| [*Technology*](#bookmark=id.lnxbz9) | None |
| [*Facilities*](#bookmark=id.35nkun2): | None |
| A.8. [Semester effective](#bookmark=id.28h4qwu) | Summer 2022 | A.9. [Rationale if sooner than next Fall](#bookmark=id.28h4qwu) |  |

## B. NEW OR REVISED COURSES

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|  | Old ([for revisions only](#bookmark=id.nmf14n))ONLY include information that is being revised, otherwise leave blank | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.44sinio)  |  | READ 688 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh)  |  | Reading Instruction in the Digital Era |
| B.4. [Course description](#bookmark=id.z337ya)  |  | Intensive discourse exploring digital literacy that includes ethical and equality issues. |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) |  | Graduate status and enrollment in the M.Ed. in Reading program; READ 401,667,687, FNED 502, ad TESL 507 |
| B.6. [Offered](#bookmark=id.37m2jsg) |  | Fall  |
| B.7. [Contact hours](#bookmark=id.4i7ojhp)  |  | 3 |
| B.8. [Credit hours](#bookmark=id.2xcytpi) |  | 3 |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  |
| B.10. [Grading system](#bookmark=id.1mrcu09)  |  | Letter grade  |
| B.11. [Instructional methods](#bookmark=id.3whwml4) |  | Lecture | Small group | Individual |  |
| B.11.a [Delivery Method](#bookmark=id.3whwml4) |  |  [% Online](#bookmark=id.46r0co2) |
| B.12.[Categories](#bookmark=id.2bn6wsx) |  | Required for program  |
| B.13. [How will student performance be evaluated?](#bookmark=id.qsh70q) |  | Attendance | Class participation | Exams | Presentations | Papers | Class Work | Quizzes |Performance Protocols | Projects |  |
| B.14. [Redundancy with, existing courses](#bookmark=id.3as4poj) |  | None |
| B. 15. Other changes, if any |  |

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| B.16. [Course learning outcomes](#bookmark=id.1pxezwc): List each outcome in a separate row | [Professional organization standard(s)](#bookmark=id.49x2ik5), if relevant  | [How will each outcome be measured?](#bookmark=id.2p2csry) |
| 1.Select appropriate digital instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas | RIPTS 2ILA 5.3 | Digital Literacies ProjectSurvey of Digital Literacy Tools |
| 2.Design digital learning experiences that reflect individual learner needs. | RIPTS 4ILA 5.3 | Digital Literacies Project |
| 3.Create digital learning experiences that ’ foster the development of critical thinking, problem solving, performance skills, and literacy across content areas. | RIPTS 5ILA 5.3 | Digital Literacies Project |
| 4. Use digital tools for communication both with students and their families. | RIPTS 7, 8ILA 5.3 | Digital Literacies Project |
| 5. Understand how the theories of motivation, new literacies, digital learning, and the connections and potential integration of reading with other aspects of literacy influence instruction. | RIPTS 1, 2ILA 1.1, 1.2, 1.3, 1.4, 5.3 | Digital Literacies ProjectSurvey of Digital Literacy Tools |
| 6. Integrate digital literacies to teach the ELA CCSS and provide literacy interventions. | RIPTS 1, 2ILA 2, 5.3 | Digital Literacies Project |
| 7. Understand current models of digital literacy. | RIPTS 1ILA 1,2, 5.3 | Models and Ethics assignment |

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| B.17. [Topical outline](#bookmark=id.147n2zr): Please do not include a full syllabus |
| 1. The Five Resources Model of Critical Digital Literacy
	1. Decoding
		1. How to use
		2. What the rules are
		3. Recognition
		4. Fluency
	2. Making Meaning
		1. Thinking
		2. Relating
		3. Forming opinions
	3. Using
		1. Application
		2. Practical Outcomes
	4. Analyzing
		1. Developing Judgement
		2. Criticality
	5. Persona
		1. Engagement
		2. Communicating
		3. Learning from Others
		4. Profile
2. Essential Elements of Digital Literacies
	1. What are digital literacies?
		1. The development of digital literacies and technology use in the classroom
		2. Current uses/application of digital literacy and technology use
	2. What is the context for digital literacies
	3. Models of digital literacies that are problematic (eg. linear progression)
		1. How do we shift from a linear progression of thought and do we need to?
	4. Essential elements of digital literacies (Belshaw)
		1. Cultural
		2. Cognitive
		3. Constructive
		4. Communicative
		5. Confident
		6. Creative
		7. Critical
		8. Civic
	5. Digital Tools for Literacy Instruction
		1. Tier 1 Tools- (e.g. read alouds, Achieve 3,000)
		2. Tools for teachers- (Progress monitoring tools, record keeping, data sharing)
	6. Online interventions
		1. Tier 2 Tools- (e.g. Lexia, Achieve 3,000)
		2. Tier 3 Tools- (e.g. HD Word)
		3. Support for teachers (e.g. NCII)
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## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

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| Name | Position/affiliation | [Signature](#_heading=h.2lwamvv) | Date |
| Natasha Feinberg | Interim Program Director of M.Ed. in Reading | **Natasha J. Feinberg** | **1/8/21** |
| Carolyn Obel-Omia | Chair of ELED | **Carolyn Obel-Omia** | **1/8/21** |
| Jeannine Dingus-Eason | Dean of FSEHD | ***Jeannine E. Dingus-Eason*** | **1/11/21** |

##### D.2. [Acknowledgements](#bookmark=id.vx1227):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

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| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
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