SYLLABUS

RLIT 6306.90L

Assessment Practices in Digital Literacies

Department of Bilingual and Literacy Studies

INSTRUCTOR INFORMATION

Instructor: Dr. Janine M. Schall
Office: EEDUC 1.514
Office Hours: Wednesdays, 4:30-5:30 or by appointment. I am available to talk in person, over the phone, or over videoconferencing.
Office Telephone: 956-665-5106
E-mail: janine.schall@utrgv.edu
Term: Fall 2018

Response Time: All emails for this course should be through the Blackboard email system. Generally, I will respond to emails within 48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. If you have general questions that others might benefit from, please post in the General Questions and Chat discussion board in Blackboard.

COURSE DESCRIPTION AND PREREQUISITES

This course highlights reflective assessment and instruction in digital literacies. Candidates assess culturally and linguistically diverse learners using formal and informal assessments in online environments. Candidates develop leadership skills, create and teach an online course, and interact with parents and marginalized learners.

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXT

There are no required textbooks for this course. Articles will be available for download from Blackboard.

COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

PROGRAM STUDENT LEARNING OUTCOMES

1. Flexibility: Utilizes appropriate and varied delivery modes, resources, tools, and instruction and creates flexible, responsive learning experiences to enable student literacy success (iNACOL A1-A3, B1-B5).
2. Expectations and Active Learning: Facilitates, assesses, monitors, and troubleshoots effective, on-going online instruction and interactions among diverse individuals and groups to encourage active learning and to set clear expectations (iNACOL C1-C9, D1-10).

This syllabus subject to change to better meet course objectives per discretion of instructor.
3. Abides and Accommodates: Complies, models, guides, provides multimodal resources, accommodates, monitors, and intervenes to ensure legal, ethical, and safe technology use for diverse learners, including FERPA, academic integrity ADA, Assistive Technology Act, Section 504, Section 508, ELLs, , and learning styles (iNACOL E1-E5, F1-F5, K1).

4. Reflective assessment and TEKS: Creates, implements, and provides timely feedback through appropriate assessments and TEKS-based interventions (authentic, formative, and summative) for student achievement of learning goals, procedural and instrument validity and reliability, self-reflection, and peer and student feedback to improve curricular content and student learning (iNACOL G1-G3, H1-H3, I1-I13).

5. Professional Interaction and communication: Interacts professionally and effectively with colleagues, guardians, and other members of the community for professional development, collaboration, and student success, and communicates effectively orally and in writing (iNACOL J1-J2).

6. Resources: Reviews, arranges, uses, and modifies media, content, and assessments appropriately to online management systems to help diverse, multi-modal learners transfer knowledge and develop critical digital literacies (iNACOL K1-K6).

READING AND LITERACY MED PROGRAM STUDENT LEARNING OUTCOMES

By the end of the program, outcomes for all students include:

1. Students will be able to comprehend and critically analyze research and theory related to literacy development and literacy education in pre-K-12 monolingual, bilingual, and multilingual contexts.

2. Students will be able to design and assess appropriate literacy instruction for an increasingly multiliterate, multicultural, and multimodal world.

3. Students will understand the literacy-related needs of pre-K-12 students from diverse cultural and linguistic backgrounds, including emergent bilinguals and multilinguals, transnational students, struggling readers, and students with learning challenges.

COURSE OBJECTIVES & STANDARDS

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<thead>
<tr>
<th>COURSE OBJECTIVE</th>
<th>PROGRAM SLOs</th>
<th>CAEP STANDARDS</th>
<th>ISTE STANDARDS</th>
<th>OTHER REQUIRED STANDARDS</th>
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<tbody>
<tr>
<td>1</td>
<td>Curricular and pedagogical knowledge</td>
<td>NA</td>
<td>5 LEADER-SHIP &amp; PROF. GROWTH; 2 DESIGN &amp; DEVELOP</td>
<td>(iNACOL A1-A3, B1-B5).</td>
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<tr>
<td></td>
<td>Content specific knowledge and skills in the discipline</td>
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<tr>
<td>2</td>
<td>Curricular and pedagogical knowledge</td>
<td>NA</td>
<td>3 MODEL; 2 DESIGN &amp; DEVELOP</td>
<td>(iNACOL C1-C9, D1-10)</td>
</tr>
<tr>
<td>3</td>
<td>Curricular and pedagogical knowledge</td>
<td>NA</td>
<td>1 FACILITATE STUDENT GROWTH &amp; CREATIVITY; 2 MODEL</td>
<td>(iNACOL E1-E5, F1-F5, K1)</td>
</tr>
<tr>
<td>4</td>
<td>Curricular and pedagogical knowledge</td>
<td>NA</td>
<td>2 DESIGN AND DEVELOP</td>
<td>(iNACOL G1-G3, H1-H3,</td>
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</table>
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ASSIGNMENTS AND LEARNING ENGAGEMENTS

Participation and Engagement
Each person's unique responses and insights help our class to reflect and grow in new ways. This course has been designed as highly experiential, involving group discussion and learning engagements. Active participation will require completing the professional readings as well as preparing for discussion by critically reflecting on your thoughts and connections about the course materials. Reading, writing, and sharing in small groups or with the whole class helps create and sustain our community of learners.

No late work will be accepted more than three days after the stated due date and no work will be accepted at all after 5:00 pm on December 13. Required work that is not completed, including posting in the online discussion boards, will negatively impact your grade. As a student, it is your responsibility to keep track of the work that is assigned and that you have completed. Technology issues are not an excuse for late work. I strongly encourage you to complete assignments early, so that if tech issues arise you have time to problem-solve and turn your assignments in by the due date. The only exceptions to this policy are in rare situations such as a serious illness or a death in the family. In these cases, you must communicate with me as soon as possible so we can plan how you will catch up with your assignments.

All written assignments must be turned in through Blackboard. No assignments will be accepted through the professor’s UTRGV email account.

Discussion Boards
The discussion boards are a place for you to discuss the professional materials that you will be reading and viewing in this course. Together with your colleagues, you will summarize, critique, and synthesize the material. The goal of this class is not to deliver information or provide pat answers to questions, but to provoke questions, reflection about the teaching and learning process, and critical thought about course topics. To achieve this, it is imperative that you actively participate in the discussion forums. For each regular discussion board, you are required to contribute at least three substantive posts. No posts will be allowed after the discussion board closes. More information will be provided in the Discussion Boards folder in the Assignments section of Blackboard.

Mini-Inquiries
You will conduct two mini-inquiries exploring forms of assessments and how they can be used with digital literacies and/or in digital contexts. More information will be given later.

Final Project
You will chose a topic to explore related to assessment practices in digital literacies. More information will be given later.
GRADING POLICIES

Assignments will be graded and grades posted on Blackboard within five days after the due date. **No late work will be accepted more than three days after the stated due date and no work will be accepted at all after 5:00 pm CST on December 13.**

Any late work will result in a 10% point deduction per late day. This means:
- Assignment turned in up to 24 hours late: 10% deduction from grade
- Assignment turned in 24-48 hours late: 20% deduction from grade
- Assignment turned in 48-72 hours late: 30% deduction from grade
- Assignment turned in more than 72 hours late: No points earned; assignments not accepted more than three days late.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>5 each</td>
<td>35</td>
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<tr>
<td>Mini-Inquiries</td>
<td>15 each</td>
<td>30</td>
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<tr>
<td>Final Project</td>
<td></td>
<td>35</td>
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<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
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CALENDAR OF ACTIVITIES

The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Some important dates for fall 2018 include:

- **August 27** First day of classes
- **August 30** Last day to add a course or register for fall 2018
- **September 3** Labor Day – NO classes
- **November 14** Last day to drop a course; will count toward the 6-drop rule
- **November 22-24** Thanksgiving Holiday – NO Classes
- **December 6** Study Day – NO class
- **December 7-13** Final Exams
- **December 14-15** Commencement Exercises

COURSE POLICIES

ATTENDANCE

This is an asynchronous online course that does not have any mandatory class sessions. However, students are expected to regularly participate in class activities such as discussion boards, Google +, and other interactive assignments. These activities often have strict deadlines. You should be sure to check the course Blackboard page regularly. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for
observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

ASSIGNMENT SUBMISSION

All assignments must be submitted through either the Blackboard Course Messages tool or the Blackboard Assignments tool. No assignments will be accepted through the instructor’s UTRGV email account.

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum
period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available: November 15-December 5.

**SCHOLASTIC INTEGRITY**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; 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. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit.”

**SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.
COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BMSLC 2.118 (Brownsville) 882-8208 or ELCTR 100 (Edinburg) 665-2585
- Writing center: BLIBR 3.206 (Brownsville) 882-7065 or ESTAC 3.119 (Edinburg) 665-2538
- Advising center: BMAIN 1.400 (Brownsville) 882-7362 or ESWKH 101 (Edinburg) 665-7120
- Career center: BCRTZ 129 (Brownsville) 882-5627 or ESSBL 2.101 (Edinburg) 665-2243

TENTATIVE COURSE SCHEDULE

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<tr>
<th>Unit</th>
<th>Dates</th>
<th>Readings</th>
<th>Assignments Due</th>
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| Understanding Digital Literacies | Aug. 27-Sept. 2 | “Assessing the New Literacies of Online Reading Comprehension”  
“Rethinking Online Reading Assessment” by Coiro | Welcome and Introductions Discussion Board |
|                             | Sept. 3-9  | “Distributed Assessment in OurSpace” by McClay & Mackey                  | Discussion Board #1 (Sept. 6-9)  |
|                             | Sept. 10-16 | “Exploring Dispositions Toward Online Reading” by Putman                 | Discussion Board #2 (Sept. 13-16)|
| Traditional Assessments     | Sept. 17-23| “Selected Response Tests” by Popham                                      |                                   |
|                             | Sept. 24-30| “Constructed Response Tests” by Popham                                   | Discussion Board #3 (Sept. 27-30) |
|                             | Oct. 1-7   | “Making Sense Out of Standardized Test Scores” by Popham                  | Discussion Board #4 (Oct. 4-7)    |
|                             | Oct. 8-14  |                                                                           | Mini-Inquiry #1 (Oct. 14)         |

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<tr>
<th><strong>Authentic Assessments</strong></th>
<th>Oct. 15-21</th>
<th>“Approaching Informal Assessment” by Charlton</th>
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<tr>
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<td>Oct. 22-28</td>
<td>“What Is Kidwatching?” by Owocki and Goodman</td>
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<td>“The Habit of Kidwatching” by O’Keefe</td>
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<td>Oct. 29-Nov. 4</td>
<td>“Do-It-Yourself Rubrics”</td>
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<td>“Student Generated Rubrics” by Skillings</td>
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<td>Nov. 5-11</td>
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<td>Nov. 12-18</td>
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<td>Mini-Inquiry #2 (Nov. 18)</td>
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| **Assessing Digital Literacies** | Nov. 19-25 | “Checkmarks on the Screen” by Burke |
|                                |           | “Digital Assessment Literacy” by Eyal      |
| Dec. 3-9                      | “Delivery and Evaluation of Synchronous Online Reading Tutoring” by Vasquez |
| Dec. 10-14                    |            | Final Project (Dec. 13)                   |

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