



LAE 4313

**Introduction to Literacies: Print, Digital, Cyber, AI and
Multimodal**

88987 001

Fall 2026

Instructor Name

Janet Outlaw

University Course Description

Students examine the ecology of digital, cyber, AI and multimodal spaces and acquire strategies to support language and literacy development of disciplinary content.

Course Requisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

- Demonstrate knowledge of language to foster learning environments that support coherent, relevant, standards-aligned, and differentiated instruction to engage learners in English Language Arts. (Florida Reading Competencies: 1E6, 1E7, 1G4, 1E8; FEAP 1a)
- Create information-rich environments that support vocabulary development, oral language, and disciplinary knowledge. (Florida Reading Competencies: 1A3, 1E1, 1E4, 1E6, 1F8, 2A2, 2A3, 2A7, 2E1, 2E3, 2E4, 2G4)

- Design, adapt, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating language arts program based on all learners' linguistic abilities. (Florida Reading Competencies: 1E6, 1G5, 2F5, 2G4)
- Critique and interpret a wide variety of genres (e.g., informational, narrative, argumentation) and text types (e.g., print, multi-genre, multimodal) across communication spaces (e.g., cyber, theater, games) to determine support for developing reading, composing, and oral language processes. (Florida Reading Competencies: 1A2, 1A3, 1A5, 1A7, 1E7, 1F1, 1F3, 1F4, 1F7, 1G4, 1G5, 1E5, 2A2, 2A5, 2E5, 2F1, 2F8, 2G5; FLCS LAR 2)
- Develop proficiency in utilizing technology and digital tools to create, manage, and analyze multimedia texts for disciplinary purposes and to facilitate global communication and understanding. (Florida Reading Competencies: 1F4, 1F8, 1G5, 2E5; FLCS LAR 5)
- Demonstrate creative problem-solving skills and model effective oral and written communication skills while critically evaluating and creating texts to strengthen independent thought, critical media literacies, and engagement with a variety of perspectives. (Florida Reading Competencies: 1F3, 1F9, 1G4, 2F7, 2F9, 2G3; FLCS LAR 3)

Course Objectives

- Demonstrate knowledge of language to foster learning environments that support coherent, relevant, standards-aligned, and differentiated instruction to engage learners in English Language Arts. (Florida Reading Competencies: 1E6, 1E7, 1G4, 1E8; FEAP 1a)
- Create information-rich environments that support vocabulary development, oral language, and disciplinary knowledge. (Florida Reading Competencies: 1A3, 1E1, 1E4, 1E6, 1F8, 2A2, 2A3, 2A7, 2E1, 2E3, 2E4, 2G4)
- Design, adapt, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating language arts program based on all learners' linguistic abilities. (Florida Reading Competencies: 1E6, 1G5, 2F5, 2G4)
- Critique and interpret a wide variety of genres (e.g., informational, narrative, argumentation) and text types (e.g., print, multi-genre, multimodal) across communication spaces (e.g., cyber, theater, games) to determine support for developing reading, composing, and oral language processes. (Florida Reading Competencies: 1A2, 1A3, 1A5, 1A7, 1E7, 1F1, 1F3, 1F4, 1F7, 1G4, 1G5, 1E5, 2A2, 2A5, 2E5, 2F1, 2F8, 2G5; FLCS LAR 2)
- Develop proficiency in utilizing technology and digital tools to create, manage, and analyze multimedia texts for disciplinary purposes and to

facilitate global communication and understanding. (Florida Reading Competencies: 1F4, 1F8, 1G5, 2E5; FLCS LAR 5)

- Demonstrate creative problem-solving skills and model effective oral and written communication skills while critically evaluating and creating texts to strengthen independent thought, critical media literacies, and engagement with a variety of perspectives. (Florida Reading Competencies: 1F3, 1F9, 1G4, 2F7, 2F9, 2G3; FLCS LAR 3)

Required Texts and/or Readings and Course Materials

- Honig, B., Diamond, L., Gutlohn, L., & Cole, C. L. (2018). *Teaching reading sourcebook* (Third edition). CORE ; Arena Press.
- Schneider, Jenifer Jasinski, (2016). *The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge*. **FREE E-Book Link** = <http://dx.doi.org/10.5038/9780977674411>
- Walther, Maria P. *The Ramped-Up Read Aloud: What to Notice As You Turn the Page*, Corwin Press, 2018. *ProQuest Ebook Central*, **FREE E-Book Link**= <https://ebookcentral.proquest.com/lib/usf/detail.action?docID=6261947>[Links to an external site.](#)

How to Succeed in this Course

Successful teacher candidates know how to **read across multimodal sources as proactive learners**. They are:

- Critical readers and thinkers; Curious; Self-motivated; Enthusiastic; Conscientious; Persistent; Diligent; Ethical

Successful teacher candidates **know how to navigate digital and cyber spaces**. They are able to:

- Create and upload video and other multimedia texts; Take and upload photos and other visual images; Participate in online discussions using interactive tools; Expertly use the Learning Management System tools.; Navigate digital spaces with awareness and best practices for cybersecurity and digital access for all.

Successful teacher candidates demonstrate the following **skills and dispositions**. They are:

- Informed and open-minded; Responsible; Knowledgeable of how teacher actions affect individuals, families, and communities; Creative and solution-oriented while addressing the most pressing and enduring classroom issues; Collaborative and flexible; Able to evaluate and apply multiple perspectives to complex subjects.

Successful teacher candidates demonstrate **professionalism**. They consistently:

- Work in a timely, proactive manner; Follow directions carefully; Work autonomously; Work collaboratively; Demonstrate integrity; Demonstrate leadership.

Successful teacher candidates are **literacy influencers**. They:

- Read research and professional texts to advance their knowledge; Curate collections of professional materials and texts; Ask questions; Develop a habit of reading, writing, and composing; Read and respond to feedback; Build a love of books and appreciation for composition as inspiration for learning; Explicitly teach how the written code works across print, digital, cyber, and multimodal texts so all students have access.

Grading Scale

I. Grading Scale

Percentage	Letter Grade
97-100	A+
94-96	A
92 – 93	A-
90 – 91	B+
85 – 89	B
82 – 84	B-
80 – 81	C+
75 – 79	C

72 – 74	C-
70 – 71	D+
65 – 69	D
62 – 64	D-
0 – 61	F

Plus/Minus Grading: **A minimum grade of C- is required.**

Your letter grade for the course will be determined in several ways. The instructor will assess and evaluate your learning processes and products throughout the semester. The following guidelines will be used to determine your grade.

A Consistent and thoughtful participation in all class discussions and activities.

Excellent quality and serious thought put into all assignments. Evidence that all assignments were read carefully, thoughtfully contemplates, and accurately produced.

B Effort to participate in most class discussions and activities. Extra effort and above average

quality in class assignments and projects. Evidence that reading was completed and contemplated.

C Occasional participation in class discussions and activities. Assignments and projects

adequately completed. Evidence that some reading was completed.

D/F Lack of participation in class discussions. Assignments incomplete and/or poorly done. Lack of evidence that reading was completed.

Grade Categories and Weights

Grade Categories and Percentage of Final Grade	
Read-Aloud Demonstrations & Lesson Plan*	20%
Mentor Text Library *	20%

Grade Categories and Percentage of Final Grade	
Creative Composition & Presentation*	15%
Final Key Vocabulary Quiz*	15%
Multimodal Reading Responses	15%
Participation/In-Class & Module Assignments	15%
	Total = 100%

***Critical Tasks:** All tasks designated as critical must be completed with a score of 3 or above on each criterion in order to pass the course.

CampusFolio: All tasks designated as critical must be completed with a score of 3 or above on each criterion in order to pass the course. An assignment that receives a score below 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into CampusFolio. However, the original grade on the assignment will be the score used to compute the final grade for the course. All revisions must be completed before the last class meeting. CampusFolio is free to students.

Instructor Feedback Policy & Grade Dissemination

The professor will respond to email communication relevant to the subject matter within 48 hours of the date received. Professor will provide feedback on assignments within one week of the posted deadline, and feedback on final projects within two weeks of the posted deadline. You can access your scores at any time using "Grades" in Canvas.

Major Topics and Course Schedule

Our course schedule may change over the semester. Please refer to Canvas for the most current information on due dates and class meetings.

Course Outline			
Week	Course Topics	Readings/Module	Assignments (*Critical Task)
Week 1	Intro to Literacy	Syllabus Module 1	

Course Outline			
Week 2	Children's Literature	Module 2 Schneider chapters 3-4 Gregory (2008) “Creating a Classroom Library.” Reading Rockets.	Module 2 Multimodal Reading Response
Week 3	Interactive Read-Alouds	Module 3 Ramped Up Read Aloud: Introduction Ramped Up Read Aloud – Chapter 5: Build Foundational and Language Skills ELA Standards	In-Class Baseline Read-Aloud

Course Outline			
Week 4	Supporting Composition with Mentor Texts, Read-Alouds, & Oral Language	Module 4 Philippakos & Secora (2023): Oral Language & Writing Pratt & Hodges (2024). Building Mental Models of Writers Minero (2021). “How to Create a Digital Library that Kids Eat Up.” Edutopia	Module 4 Multimodal Reading Response Mentor Text Library Draft

Course Outline			
Week 5	Writing Development	Module 5 Honig – Chapter 4: Letter Knowledge Sanchez (2024). Engaging Kindergarten Writers Through Play Experiences Philippakos (2018). Using a Task Analysis Process for Reading & Writing Assignments	Module 5 Multimodal Reading Response In-Class Read-Aloud
Week 6	Building Vocabularies & Composing with Words	Module 6 Honig – Chapter 11: Specific Word Instruction Honig – Chapter 13: Word Consciousness	*In-Class Read-Aloud: Writing Out Loud Demonstration *Read-Aloud: Writing Out Loud Lesson Plan

Course Outline			
Week 7	Disciplinary Texts for Comprehension & Composition	Module 7 Honig – Chapter 14: Literary Text Comprehension Honig – Chapter 15: Informational Text Comprehension	Module 7 Multimodal Reading Response *Mentor Text Library
Week 8	Composing and Thinking with AI Literacies	Module 8	
Week 9	Inquiry & Information Literacy	Module 9	Creative Composition Draft Mind Map
Week 10	Composing with Visual Arts	Module 10	Multimodal Reading Response
Week 11	Composing with Dramatic Performances	Module 11	Creative Composition Practice Demonstration with Peer Feedback
Week 12	Composing for Purposeful Audiences	Module 12	
Week 13	Composing & Organizing Ideas	Module 13	Creative Composition Demonstration
Week 14	Composing: Analyzing, Revising, & Editing	Module 14	
Week 15	Teacher as Writer: Creative Compositions		*Teacher as Writer: Creative Composition Presentations

Course Outline			
Finals Week	Final Key Vocabulary Quiz (Online)		*Final Key Vocabulary Quiz

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Extra Credit Policy: There are no scheduled extra credit assignments. If extra credit is granted due to unexpected situations (e.g., hurricanes), details will be provided at that time.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Please use your laptop for academic purposes relevant to this course. Other uses of laptops, tablets, or phones for purposes not relevant to this course is considered a lack of professionalism and each time you demonstrate a lack of participation, lack of professionalism, or lack preparation for class (for any reason) your grade will be lowered by 5%.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)