Syllabus ENGL 3349

Multimodal and Hybrid Forms in English Language Arts

CRN: 15399: Section 001

Fall 2021
Instructor: Dr. Anjanette Darrington

Course delivery: Flipped Classroom (Covid Contingency)

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Office: HUDS 322 and Virtual/Blackboard Collaborate link in courseroom

Office Hours: M/W 10:30AM – 12:00PM & online by appointment

Course Description

This class examines current theory in multiple literacies and multi-modality related to English Education. Participants will examine their own experiences and beliefs, the challenges associated with technology
integration, and develop lessons and products that support instruction in multiple modes and the fostering of student skills/learning in the digital, aural, visual, and textual modes.

Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312 with a grade of "C" or better. 3 hr credit.

Questions for Inquiry

• What are your experiences learning through and teaching with multiple modes?
• How have these shaped your classroom practices or philosophies?
• In what ways does theory impact practice?
• How does instruction in multiple modalities support data-driven, high-stakes testing standards and outcomes?

Course Objectives

By the end of this course, student should be able to:

• understand the differences and applications of multiliteracies and multimodalities. (TExES DIV.011)
• examine practices and prejudices in relation to literacy. (TExES DIV.011)
• create/revise lessons to include multiple modalities. (TExES DIV.011)
• analyze current theory in the field. (TExES DIV.011)
• Create a rationale for the inclusion of multiple modalities/literacies in their classrooms
Required Material
People make choices about who and/or what is included, so some things and/or people may be excluded. Choices are made about how things and/or people are represented.

All readers have different knowledge and experiences that they bring to texts. Readers will make sense of texts differently. We can develop a deeper awareness of how texts influence our thoughts and actions.

Susan Sandretto & The Critical Literacy Research Team
susansandretto@otago.ac.nz
Required Textbooks


Additional Required Materials

- UTEP email account and computing account

Course e-Learning & Communication

*You must use your UTEP email address for all communication in this course. It is your responsibility to ensure that you have an official UTEP email account and an account to access computers on campus. Work with Tech Support if you experience problems*

Other helpful resources:

- National Council of Teachers of English: [http://www.ncte.org](http://www.ncte.org)
- NCTE/IRA Standards: [http://www.ncte.org/about/over/standards/11084](http://www.ncte.org/about/over/standards/11084)
- National Writing Project: [http://www.nwp.org](http://www.nwp.org)
- Modern Language Association: [http://www.mla.org](http://www.mla.org)
- Rethinking Schools: [http://www.rethinkingschools.org](http://www.rethinkingschools.org)
- Jim Burke’s Homepage: [http://www.englishcompanion.com](http://www.englishcompanion.com)
- Harry Wong Summary: [http://www.glavac.com/harrywong.htm](http://www.glavac.com/harrywong.htm)
- Teachers & Writers Collaborative: [http://www.twc.org](http://www.twc.org)
- Teachers’ Net: [http://www.teachers.net](http://www.teachers.net)
- Educators’ Reference Desk: [http://www.eduref.org](http://www.eduref.org)
Course Policies

1. Attendance, Preparation and Assignments

Post your assignments on time (based on Syllabus/module due dates and calendar). This will not only count toward your grade but also will count toward your attendance for online class days. There are no excused absences in this class. You are allowed up to one week of absences without penalty (which is two days for a class like this that would be scheduled to meet twice a week in-person). A second week of absences (two more days) will result in a loss of 10 points off of your final grade per additional absence. A fifth absence (meaning you post late for any 5 assignments), for any reason, will result in an F for the course.

As our community grapples with COVID for this Fall semester, be aware that we may have to make adjustments based on community, campus and CDC guidelines. Your absences will not negatively affect your grade as long as you can document your illnesses/quarantine and as long as you continue to communicate your condition with me and as long as you submit necessary work in the courseroom.
2. Late Assignment Policy
Most assignments are due online by midnight on Wednesday night of each Module week. Workshop writing assignments will need to be brought to class when we are conducting a F2F workshop, so these assignments will be due earlier in the day (when your class meets).

In some cases, for some assignments, an/or if we have to move to an online workshop scenario during the semester, certain assignments associated with writing work will need to be turned in/submitted mid-week. Please see the syllabus and the calendar for more information on these due dates.

Your final course portfolio is due by midnight on day of the final exam, which is **Wednesday, December 8**.

Late work will be downgraded, up to ½ letter grade for each calendar day that it is late.

Online discussion board participation (LC or WW peer comments) is due by midnight on the due date. Late posts/responses will receive ½ credit if posted within the same week and no credit if posted after the week assigned.

3. Technology Use Guidelines
Please remember and observe good technology etiquette. Be careful and respectful in your communication with others. Remember that when a personal F2F relationship is absent or limited, some text-based communications can be perceived as more critical or ruder than originally intended. Inappropriate posts will be removed and will not be counted toward grade credit.

4. Class Climate
Be courteous to each other. Listen/read intently to what everyone has to say, and when responding to other students, address each other by name and show how your response is connected to what has already been said.

COVID-19 Precautions
Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu¹, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit ep²strong.org³

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¹mailto:covidaction@utep.edu
²https://www.epstrong.org/
³https://www.epstrong.org/
I, like most teachers, get most of my teaching ideas from other teachers. I don’t know many teachers who don’t share their work, freely and enthusiastically. Still, it is my obligation, whenever possible, to give due credit to others for their contributions to my classes. You must do the same. In discussions, group work, and especially written work, when you bring in ideas, texts, lessons, or concepts from other authors or sources, make note of it. There are brilliant teaching materials available on the web (but there are also some lessons that are not very effective) and in various databases sponsored by our library, and you would be foolish not to make use of some as you plan for your teaching. When you do so – whether it is for lessons and the unit for this course, for your student teaching assignments, or during your work as a full-time teacher – give clear documentation on your materials. Your students should see this: you are modeling responsible citation of sources for them, and you are demystifying the teaching process. When students understand that you have to research materials for their classes, and that you give credit responsibly, they are more likely to follow your lead in their own research and writing.
I believe in providing reasonable accommodations for students with documented disabilities on an individualized and flexible basis. This is an upper-level English class. Because this is a course that will prepare you to teach children how to write, you should

- know and possess writing and grammatical skills that are necessary for you to express your thoughts in clear and effective language so that you can teach these skills to children;
- be able to develop your thoughts in a clear and cohesive written form that is supported with facts, examples and illustrations;
- be able to write a variety of clear and concise sentences and use transitional devices adequately; and
- know and are able to use the conventions of Standard American English, including punctuation, capitalization, and spelling accurately.

If you need help with your English writing and grammar skills, I will be glad to help you during my office hours (or by appointment).

My office location and hours are located on the first page of this syllabus. I may also ask you to get help from the Tutoring and Learning Center of the library, room 300, 747-5366.
If you are a Special Needs student, please notify me promptly, and I will work with you through the CASS office regarding assignments, assessments and any special accommodations that you may need.

*Assignment Requirements:*

All assignments must be **typed** (or word processed) unless otherwise stipulated. Work is considered late if it is submitted after the due date and time programmed on the assignment/listed on the syllabus. You should keep a copy of all reading logs (don’t just create and submit on blackboard without copying and pasting to a Word Doc to save.)
Participation & Lecture Confirmations (20%)

Lecture Confirmations (LCs): For each lecture that I post in Discussion Board, you will need to respond to the discussion board confirming that you have viewed the lectures. You will be accountable for information included in the lectures and all confirmations should be posted by midnight on the due date listed, though you will want to complete most lectures according to the suggested schedule in order to have the information and guidelines required for assignments that need to be submitted throughout the week.

10 points each

Peer Responses to Presentations: Of the two required presentations (Picture Sheet Introductions and Final Vodcast Presentation), you will need to respond to a minimum of 6 peers for each presentation. The expectation is that you will respond to everyone in your Workshop Group as well as additional peers (your choice) to meet the minimum required responses. The purpose of this is to build classroom community and to give you all a sense of presenting to specific audiences, rather than a general public.

10 points each
Response Journals/Reading Logs (20%)

**Reading Assignments (LCs):** All assigned readings will be accompanied by a brief lecture (which you will confirm as noted above). You are accountable for all information presented in reading overview lectures.

10 points each

**Reading Logs (RLs):** Each reading assignment also requires you to complete a reading log. For this class, I require you to identify questions that you have while reading, facts that you glean or notice while reading, and conclusions that you draw while reading.

10 points each

*Reading Log Assignment Description:* As you read each chapter, you will complete the following: I wonder..., I notice..., I think... identifying three to five things for each:

- "I wonder" - what questions arise as you read or examine the text?
- "I notice" - details of the text, facts, new information - maybe making connections between this text and others that you have read
- "I think" - conclusions that you draw based on the reading, making connections between readings, lectures, experiences, etc.

All reading logs need to be submitted BEFORE MIDNIGHT at the end of each week in order for you to be given full credit. Late reading logs may be submitted but will only receive ½ credit (at most).
Although we will begin Writer's Workshop in a face-to-face (F2F) format, we may have to adjust to an online environment later in the semester. We will hope that public health conditions allow us to continue to meet and discuss our writing.

**Rough Drafts (RDs):** Each writing assignment you are required to complete for this class needs to be submitted as a rough draft to your Writer’s Workshop group Discussion Board area. It is essential that you submit these by midnight on the due date on the calendar (which will often times be mid-week), so that I can obtain your drafts and provide feedback to you. This is also how I will assess part of your points for your Workshop Participation. Your peers will have the opportunity to respond to your drafts in class on our workshop days (or online if we have to adjust). This is an integral part of Writer’s Workshop. As you post your rough draft, you should list a minimum of three questions that you have specifically about each writing piece. These are questions that we will try to answer in our feedback.

10 points each

**Peer Feedback (WWs):** Sometimes in Workshop, we are inhabiting the role of the author. Other times we are inhabiting the role of the audience or peer. For each of your peers in your workshop group, you will be required to listen to and respond to their drafts during F2F Workshop time.
(If we move to online Workshops, you will be required to read (and listen to their posted video) and respond to their draft.) Typically, this will happen mid-week. (In an online version, responses to peers are due by midnight on the date listed on the calendar.) You are not required to provide feedback for drafts that are posted late, but should you choose to do so, that would be a very nice (and a very professional) thing to do. Late feedback, though appreciated by the author, will not be accepted for credit.

15 points each

**Journals:** At several points during the course, I will ask you to journal and reflect. These assignments are submitted via the journal link and will either act as pre-writing before a related assignment draft is due or as reflection and a meta-cognitive learning strategy after you have written and workshopped a piece. All Journal entries will be graded for completion (and following directions) and will contribute to your overall Writer’s Workshop percentage.

15 points each
Who Am I? What Matters to Me? You will complete your template and then show it (screen share) on your YuJa video (also showing yourself and recording the audio) while you give a summary 5 of the details you included on your sheet. You will also be required to respond to peers. Please see “Peer Responses to Presentations.”

15 points
**Final Vodcast Presentation:** Once you have completed (recorded and edited) your vodcast, you will post your vodcast to the class discussion board to share with your classmates. You will also be required to respond to peers. Please see “Peer Responses to Presentations.”

30 points

**Final Project - 10%**
**Multimodal Reflection**: The Reflection for this course will incorporate up to three modes and at least two forms of literacy. More information will be available under the Assignment description on Blackboard. You will be responsible for creating a YuJa video to submit to me explaining your final reflection your final project.

**Final Portfolio (20%)**
Your Final Digital Course Portfolio is your final exam for this course. Rather than have you memorize facts and details, I prefer to have you collect your written works and reflect on them and on your growth as a writer and teacher. This is a much more effective measure of your learning than any other form of assessment for this course. As such, to this Portfolio Assignment area you will submit your rough drafts with peer comments/feedback along with your revised final versions of each assignment.

625 Points

Grading Scale

A+ = 90% or more of total points
B = 80 – 89% of total points
C = 70 – 79% of total points
D = 60 – 69% of total points
F = 59% of total points or below

Schedule of Assignments

This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints.
Module 1: Course Foundations and Navigation

Monday, August 23 (F2F)

Watch Lectures - (these LCs are due Wednesday, August 25 at midnight)

- Meet the Professor
- Syllabus Overview
- Syllabus Quiz
- YuJa Presentations
• Who Am I Sheet
• Reading Logs Format

**Wednesday, August 25 (F2F)**

*Writer's Workshop*

• Who Am I? Picture Sheet (PS) workshop - (due Wed Aug 25) - see assignment description

*Watch Lectures* - *(these LCs are due by Sunday, August 29 at midnight)*

• Writer’s Workshop Guidelines
• Writer's Workshop Points
• Peer Response/Discussion/Feedback Guidelines
• Lecture Confirmation/Participation Points
• Journal Prompts Overview
• Multimodal Diary Overview

*Create & Post* *(due Sunday, August 29 midnight)*

• Journal #1 – Multimodal Diary
• Peer Responses to Presentation (Yuja Picture Sheet) - due in Class Discussion board Sunday, Aug 29 (Your Workshop Group + ?? to equal 6 total responses)
• Syllabus Quiz - Due Sunday, Aug 29, midnight
Module 2: Defining Literacy

Monday, August 30 (online)

Watch Lectures - *(the LCs for Module 2 are due by Wednesday, Sep 1, midnight)*

- What are Multiliteracies?
- Visual Literacy
- Literacy Narrative Overview
- Pedagogy and Metapedagogy
- Backwards Design Elements
- Madelyn Hunter Lesson Plan Design
- TEKS
- Hobbs Ch. 1

Wednesday, September 1 (F2F)

Writer's Workshop

- WA#1 - Digital Literacy Narrative

Discuss Readings - come with questions regarding chapters/lectures, Wednesday, September 1

Write *(due Wednesday, September 1, midnight)*

- RL#1 Hobbs: RL#1 – Ch. 1 “Why Digital and Media Literacy?”
Module 3 - Teaching Literacy

- RL#2 Frey & Fisher: RL#2 – Ch. 1 “Visual Literacy”
Monday, September 6 (No Class - Labor Day Holiday)

Wednesday, September 8 (F2F)

Discuss Readings - come with questions regarding each chapter/lecture, Wednesday, September 8

Watch Lectures - (the LCs for Module 3 are due by Wednesday, Sep 8, at midnight)

- Developing Performance Objectives
- Developing Assessments and Assessment Tools
- Erik Erickson
- Lev Vygotsky
- Workshop Models
- Feedback and Conferencing
- Writing Topics/Needs
- Reflection
- Journal #2 Overview
- Journal #3 Overview

Write -- (due Wednesday, Sep 8, midnight)

- Journal #2 – Reflecting on Writer’s Workshop
- Journal #3 – Reflecting on Writing Topics
Module 4 - Literacy Teaching Strategies

Effective Classroom Practice

Enhancing Learning with Consistent, Explicit and Systematic Teaching Approaches and Strategies

Literacy and Learning 2.0


Monday September 13 (online)

Watch Lectures - (the LCs for Module 4 are due by Wednesday, Sep 15, midnight)

- Multimodality – what is it?
- Introducing, Scaffolding, Learning, Re-Teaching/Reinforcing
- Checking for Understanding Strategies
- Guided Practice
- Anticipatory Set & Closure
- Critical Questions
- Webquest Overview

Wednesday, September 15 (F2F)

Discuss Readings - come with questions regarding each chapter/lecture, Wednesday, September 15
Writer’s Workshop

- WA#2 - Webquest Template

Write

- RL#3 Hobbs: RL#3 – Ch. 3 “Critical Questions, Close Reading” -- (due Wednesday Sep 15, midnight)

Module 5 - Revising Teaching

Monday, September 20 (online)
Watch Lectures - (the LCs for Module 5 are due by Wednesday, Sep 22, midnight)

- Critical Media Literacy
- Revised Lesson Plan Overview
- Journal #4 Overview
- Conferences Overview
- Authentic Inquiry
- Omission in media

Wednesday, September 22 (F2F)

Discuss Readings - come with questions regarding each chapter/lecture, Wednesday, September 22

Writer’s Workshop

- WA#3 - Revised Lesson Plan

Write -- (all Reading Logs due by Wednesday, Sep 22, midnight)

- RL#4 Hobbs: Ch.2 “Research as Authentic Inquiry” -- (due Sunday, midnight)
- RL#5 Hobbs: Ch. 4 “The Power of Representation” -- (due Sunday, midnight)
- Journal #4 - How to Teach

Sign up

Sign up for a time to attend a one-on-one virtual conference with me during the week of 9/27-10/1
Module 6 - Reading Images

Attend

- Attend your scheduled conference with me to discuss your writing

Monday, September 27 (online)

Watch Lectures - (the LCs for Module 6 are due by Wednesday, Sep 29, midnight)

- Vodcast Assignment Overview
- Screenwriting
- Storyboarding
- Piaget
- Graphic Novels
- Reading Between the Lines

Wednesday, September 29 (online)

Write -- (RLs due Wednesday, September 29, midnight)
• **RL#6** Frey & Fisher: Ch. 2 – “Graphic Novels: The Good, the Bad, and the Ugly”

• **RL#7** Frey & Fisher: Ch. 3 – “Comics, the Canon and the Classroom”

• **RL#8** Frey & Fisher: Ch. 5 – “Literary Literacy” and the Role of the Comic Book: or ‘You Teach a Class on What?’”

**Module 7 - Reading Media**

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**Monday, October 4 (online)**

*Watch Lectures - (the LCs for Module 7 are due by Wednesday, October 6, midnight)*

• Film
• Narnia Study
• Multimodal Composing Overview
• Video Grammar Overview

**Wednesday, October 6 (F2F)**

*Discuss Readings - come with questions regarding each chapter/lecture, Wednesday, October 6*

**Writer's Workshop**

• WA#4 - Vodcast Script and Storyboard

*Write -- (due Wednesday, October 6, midnight)*

• RL#9 Miller & McVee: Ch. 1 “Multimodal Composing: The Essential 21st Century Literacy”
• RL#10 Miller & McVee: Ch. 3 “Learning Video Grammar: A Multimodal Approach to Reading and Writing Video Texts”

**Module 8 - Flipped Classrooms**

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**Monday, October 11 (F2F)**

*Watch Lectures - (the LCs for Module 8 are due by Wednesday, October 13, midnight)*

• Problem Based Learning - Concept Overview
• PBL – Project Overview
• Differentiated Instruction and Formative Assessment
• Flipped Classroom
• Film in the Classroom

**Wednesday, October 13 (F2F)**

*Write -- (due Wednesday, October 13, midnight)*
• RL#11 Frey & Fisher: Ch. 2 – “An Irrecusable Offer: Film in the K-12 Classroom” Online
• RL#12 Harrold (online): RL#12- “Flipped Learning: Beyond the Buzzwords”
• Journal Prompt 5

Discussion

• PBL Topic - Discuss your topic ideas for your PBL with your color group

Module 9 - Dangerous Media?

Monday, October 18 (online)

Watch Lectures - (the LCs for Module 9 are due by Wednesday, October 20, midnight)

• Media Use and Dangers
• Series of TEDx provided
• *Listen*
  – TEDx - Dimitri Christakis - Media and Children
  – TEDx - Vincent Parsons - Cyberbullying
  – TEDx - Lisa Strohman - "Empowering Kids to Rise Above Technology Addiction"
  – TEDx - Jake Swayze - "The Role of Social Media in our Lives"

**Wednesday, October 20 (F2F)**

*Discuss Readings* - *come with questions regarding each chapter/lecture, Wednesday, October 20*

*Write -- Reading Logs & Journal due Wednesday, October 20, midnight*

• **RL#13** Hobbs: Ch. 6 – “Protection and Empowerment”
• **RL#14** Hobbs: Ch. 7 – “Life Online”
• Journal #6 - Dangers of Media Use
Module 10 - Cool Factors and Influence

Influencer Marketing 101

4 Levels of Influencers

- Celebrities
- Publishers
- Fans
- Friends

Monday, October 25 (online)

Watch Lectures - (the LCs for Module 10 are due by Wednesday, October 27, midnight)

- Merchants of Cool
- Social Media Influencers

Wednesday, October 27 (F2F)

Discuss Readings - come with questions regarding each chapter/lecture, Wednesday, October 27
Write - (due Wednesday, October 27, midnight)

- RL#15 PBS: "Merchants of Cool"
- Journal #7 - Marketing and Influencers

Module 11 - Mistakes and Learning

Mistakes are proof that you’re TRYING

www.Luvreels.com

Monday, November 1 (online)

Watch Lectures - (all LCs for Module 11 are due Wednesday, November 3, midnight)

- Culture of Error

Wednesday, November 3 (F2F)

Writer's Workshop

- WA#5 - Revised Vodcast Script and Storyboard

Write -- (due Wednesday, Nov 3, midnight)

- RL#16 Rose and Adams (online): “Will I Ever Connect with the Students?": Online Learning and the Pedagogy of Care”
Module 12 - Multimodal Composing

**Figure 1.6 The Five Modes of Communication**

This chart of the modes is based on a diagram created by the New London Group.

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**Monday, November 8 (online)**

**Watch Lectures** - *(the LCs for Module 12 are due by Wednesday, November 10, midnight)*

- Multimodal Composing

**Wednesday, November 10 (F2F)**

**Discuss Readings** - come with questions regarding each chapter/lecture, Wednesday, November 10

**Writer’s Workshop**

- WA#6 - PBL Online Instruction

**Write** -- *(due Wednesday, November 10, midnight)*

- **RL#17** Miller & McVee (online): “Being great for something”: Composing Music Videos in a High School English Class
- **RL#18** Miller & McVee (online): “Engaging Literature Through Digital Video Composing: A Teacher’s Journey to ‘Meaning that Matters’”
Module 13 - Where do You Stand?

Monday, November 15 (online)

Watch Lectures - (the LCs for Module 13 are due Wednesday, November 17, midnight)

- New Literacies Stance
- Transforming Learning and Teaching

Wednesday, November 17 (F2F)

Discuss Readings - come with questions regarding each chapter/lecture, Wednesday, November 17

Write -- (due Wednesday, Nov 17 midnight)

- RL#19 Miller & McVee (online): “The Importance of a New Literacies Stance in Teaching English Language Arts”
- RL#20 Miller & McVee (online): “A Literacy Pedagogy for Multimodal Composing: Transforming Learning and Teaching”
- Journal #8 – Reflective Practice – how teaching has changed/will change – how I have changed
Module 14 - Bringing it All Together

Monday, November 22 (F2F)

Discuss Readings - come with questions regarding each chapter/lecture, Monday, November 22

Watch Lectures - (the LCs for Module 14 are due by Wednesday, November 24, midnight)

- TIPS for Successful PBL Product
- Final Vodcast Presentation Overview
- Multimodal Reflection Overview

Wednesday, November 24 (No Class)

Submit (due Sunday, Nov 28, midnight)

- Final Vodcast Presentation - YuJa video - post to Submit: Final Vodcast Presentation Class Discussion Board
- Also, all make-up Reading Logs are due!
Monday, November 29 (online)

Watch Lectures - *(the LCs for Module 15 are due by Wednesday, December 1, midnight)*

- Final Digital Portfolio Guidelines

**Wednesday, December 1 (Online) -- Last Day of Class**

Create & Post

- Multimodal Reflection - YuJa video - post to Submit: Multimodal Reflection Assignment *(due last day of class, midnight)*

- Respond to your classmates in the Submit: Final Vodcast Presentation Class Discussion Board *(due last day of class, midnight)*
The final exam for this course is your digital portfolio. All assignments should be uploaded to the appropriate Blackboard Assignment area by midnight on **Wednesday, December 8**. Please see assignment description.