In an increasingly globalized, digitally-connected, technologically-oriented, pluralistic and inequitable world, what should education and schooling look like? What knowledge and skills are necessary for all individuals to participate in, shape and mold, and benefit – and receive benefits from – their communities and larger society? At its core, this course is guided by these questions.

In exploring how literacies – as tools of communication, representation, and meaning-making – have changed in today’s new media environment, this course examines scholarship outlining how literacies pedagogy, in turn, similarly must, and has, evolved. Key topics include: language, the development of writing, and new literacies; the knowledge processes of literacies pedagogy and the different literacy paradigms that have shaped spaces of formal and informal education; literacies and diverse learners; transnational, border, and youth literacies; multimodality, design, and meaning-making, with specific attention paid to the different modes of meaning (reading, writing, visual, audio and oral, and spatial, tactile, and gestural); media literacy; and the role of literacies in developing thought and fostering authentic learning. This course offers both a survey of multiliteracies scholarship, as well as multiliteracies case studies that offer examples of how different educational projects and social advocacy and community-based initiatives “do” 21st century and multiliteracies teaching and learning.

LEARNING OUTCOMES
Upon successful completion of this course you will understand:

(1) What is meant by similar terms used in educational and political discourse (21st century literacies/learning/skills/knowledge, the “knowledge economy”, “higher-order thinking skills”, “critical thinking skills”, etc.) and how they reflect a larger societal understanding of the inextricable connection between schools and society, as well as the hopes and
expectations for schools to prepare workers, democratic citizens, and people capable of participating in an ever-evolving labor market and who can solve complex social, economic, and environmental problems;
(2) The role of the arts in developing creative and critical thinkers and actors;
(3) The diversity of youth engagements with literacies outside of school and in our unique borderland context;
(4) How literacies pedagogy can meet the needs of diverse learners;
(5) The different paradigms of literacies (didactic, authentic, functional, critical) that have guided, and continue to guide, literacies education programs;
(6) Multimodality as both a theoretical and practical concept that can guide literacies pedagogy;
(7) The grammar of multimodal design and the different modes of meaning;
(8) The field of youth media and the rich and varied ways that young people engage in literate practices outside of schools and formal programs of education;
(9) How to deconstruct media texts and how race/ethnicity, social class, gender, and youth are represented in media messages;
(10) The difference between education and learning and the role of literacies in thinking and learning.

COURSE OVERVIEW

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due (in addition to readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 19</td>
<td>Introduction to the course, to 21st century literacies</td>
<td>Assignment #1</td>
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<td></td>
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<td>Discussion groups and reading choices</td>
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<td>2</td>
<td>Jan 26</td>
<td>What can art teach us about literacies and learning?</td>
<td>SRR 1</td>
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<td>Assignment #2</td>
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<td>3</td>
<td>Feb 2</td>
<td>Language, writing, and new literacies: An overarching historical framework</td>
<td>SRR 2</td>
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<td>Assignment #3</td>
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<td>4</td>
<td>Feb 9</td>
<td>Knowledge processes of literacies pedagogy &amp; Diverse learners and literacies</td>
<td>SRR 3</td>
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<tr>
<td>5</td>
<td>Feb 16</td>
<td>Paradigms of literacies</td>
<td>In-class group discussion facilitations</td>
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<td>6</td>
<td>Feb 23</td>
<td>Transnational, border, and youth literacies Guest speaker: Emiliano Villarreal presents on narcocorridos and narcocultura</td>
<td>SRR 4</td>
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<td>7</td>
<td>Mar 2</td>
<td>Multimodality, design, and meaning-making</td>
<td>SRR 5</td>
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<tr>
<td>8</td>
<td>Mar 9</td>
<td>Modes of meaning: Reading</td>
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In-class group discussion facilitations

**SPRING BREAK**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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| 9 Mar 23 | Modes of meaning: Writing  
Guest speaker: Lecroy Rhaynes presents on his creative writing work with youth in detention | SRR 6 |
| 10 Mar 30 | Online class – Spatial, tactile, & gestural modes of meaning | SSR 7 |
| 11 Apr 6 | Visual modes of meaning | SRR 8  
Final project proposal |
| 12 Apr 13 | Audio and oral modes of meaning: Media literacy workshop with Andrea Quijada of the Media Literacy Project | SRR 9 |
| 13 Apr 20 | Literacies to think and learn | SRR 10  
Assignment #5 |
| 14 Apr 27 | Independent and group work on final projects | Media literacy activity |
| 15 May 4 | Roundtable presentations | Multiliteracies inquiry project and case study final projects due and in-class roundtable presentations |

**REQUIRED COURSE MATERIALS**


Additional readings are posted on Blackboard (and marked on the syllabus with BB). Readings will be discussed on the day for which they are listed. That is, please read the day’s readings in advance of that class session.
Supplemental readings required of doctoral students are marked with **DOC**.

**COURSE REQUIREMENTS AND GRADING RUBRICS**

*Class attendance and participation (15%)*

*Weekly assignments (10%, 5 @ 2% each)*

*Short reading reflections (20%, 10 at 2 points each)*

*Discussion facilitation (20%, 2 @ 10% each)*

*Multiliteracies inquiry project/Case study final project proposals (5%)*

*Media literacy assignment (5%)*

[Masters students only] *Multiliteracies inquiry project (25%)*

[Doctoral students only] *Case study of an out-of-school multiliteracies initiative (20%)*

**SUPPLEMENTARY ASSIGNMENTS FOR DOCTORAL STUDENTS**

*Supplementary readings* – Doctoral students must complete all additional readings marked DOC on the syllabus. Your reflections on these readings should be incorporated into reading reflections, into class discussions, and other coursework.

*PechaKucha presentation on your own research (5%)*

**GRADING SUMMARIES**

*For masters students*

<table>
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<th>Points</th>
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<td>Participation</td>
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<td>Weekly assignments (5 @ 2 pts each)</td>
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<tr>
<td>Short reading reflections (10 @ 2 pts each)</td>
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<tr>
<td>Discussion facilitations (2 @ 10 pts each)</td>
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<td>Final project proposal</td>
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<tr>
<td>Media literacy activity</td>
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<tr>
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For doctoral students

<table>
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<td>Media literacy activity</td>
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<tr>
<td>Case study final paper</td>
<td>20</td>
</tr>
<tr>
<td>PechaKucha presentation</td>
<td>5</td>
</tr>
<tr>
<td>Total points</td>
<td>100</td>
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</tbody>
</table>

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

READINGS & ASSIGNMENTS

Week 1  Introduction to the course and to the concept of 21st century literacies
Jan 19  In-class
• Overview of the syllabus and the course
• What are 21st century literacies?

Week 2  What can art teach us about literacies and learning?
Jan 26  Read

Due
Assignment #1
**Week 3**  
**Language, writing, and new literacies: An overarching historical framework**

**Feb 2**

**Read**
- *Literacies*, Introduction: “The work of learning and teaching literacies”
- *Literacies*, Ch. 1: “Literacies on a human scale”
- *Literacies*, Ch. 2: “The purposes of literacies”

**Due**
- Assignment #2
- Short reading reflection 1 (DOC students should refer to all readings.)

**Week 4**  
**Knowledge processes of literacies pedagogy; Diverse learners and literacies**

**Feb 9**

**Read**
- *Literacies*, Ch. 15: “Literacies and learner difference”

**Due**
- Assignment #3
- Short reading reflection 2 (DOC students should refer to all readings.)
Week 5  Paradigms of literacies
Feb 16  Read
• Literacies, Ch 4: “Didactic literacy pedagogy”
• Literacies, Ch 5: “Authentic literacy pedagogy”
• Literacies, Ch 6: “Functional literacy pedagogy”
• Literacies, Ch 7: “Critical literacies pedagogy”

Due
• In-class group discussion facilitations on one literacy paradigm
### Week 6  
**Transnational, border, and youth literacies**

Guest speaker: Emiliano Villarreal presents on narcocorridos and narcocultura

#### Feb 23  
**Read**

- de la Piedra, M.T. Adolescent worlds and literacy practices on the United States-Mexico border (2010). *Journal of Adolescent and Adult Literacy* 53(7) 575-584. (BB)

#### Due

- Short reading reflection 3 (DOC students should refer to all readings.)

### Week 7  
**Multimodality, design, and meaning-making**

#### Mar 2  
**Read**

- *Literacies*, Ch. 8: “Literacies as multimodal designs for meaning”

#### Due

- Short reading reflection 4 (DOC students should refer to all readings.)
- Assignment #4
Week 8  Modes of meaning: Reading
Mar 9
Read

• Literacies, Ch. 9: “Making meaning by reading”

Due
• Short reading reflection 5 (DOC students should refer to all readings.)
• In-class group discussion facilitations on Appleman chapters

SPRING BREAK

Week 9  Modes of meaning: Writing
Guest speaker: Lecroy Rhaynes presents on his creative writing work with youth in detention
Mar 23
Read

• Literacies, Ch 10: “Meaning making by writing”
• The Beat Within (BB)

Due
• Short reading reflection 6


Week 13  Literacies to think and learn
Apr 20  Read
- Literacies, Ch. 14: “Literacies to think and learn”

**Due**
- Short reading reflection 10 (DOC students should refer to all readings.)
- Assignment #5

Week 14  Independent and group work on multiliteracies inquiry projects or case study papers
Apr 27

Week 15  Roundtable presentations
May 4  **Due**
- Final projects (multiliteracies inquiry project & case study final paper) due
- Roundtable presentation of research, including handout

**Syllabus subject to change**