

Literacies in the 21st Century SPRING 2017

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COURSE INFORMATION

This course is cross-listed:

Masters level: RED 5355-001: Literacies in the 21st Century [CRN 28413]

Doctoral level: TED 6319-002: Graduate Workshop in Education: Literacies in the 21st Century [CRN 28412]

3 credit hours

Meets Thursdays, 5:30-8:20pm, EDUC 405

COURSE DESCRIPTION

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

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

			In-class group discussion facilitations
SPRING BREAK			
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

Branham, R. (2016). *What's so great about art anyway?: A teacher's odyssey*. New York: Teachers College Press.

Kalantzis, M., Cope, B., Chan, E., Dalley-Trim, L. (2016). *Literacies* (2nd ed.). New York: Cambridge University Press. (Appears as *Literacies* in the Readings and Assignments schedule in the syllabus)

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

Assignment	Points
Participation	15
Weekly assignments (5 @ 2 pts each)	10
Short reading reflections (10 @ 2pts each)	20
Discussion facilitations (2 @ 10 pts each)	20
Final project proposal	5
Media literacy activity	5
Multiliteracies inquiry project	25
Total points	100

For doctoral students

Assignment	Points
Participation	15
Weekly assignments (5 @ 2 pts each)	10
Short reading reflections (10 @ 2pts each)	20
Discussion facilitations (2 @ 10 pts each)	20
Final project proposal	5
Media literacy activity	5
Case study final paper	20
PechaKucha presentation	5
Total points	100

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**

- Branham, R. (2016). *What's so great about art anyway?: A teacher's odyssey*. New York: Teachers College Press.

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”
- **DOC:** Ehrcke, T. (2013). 21st century learning, inc. *Our Schools/Our Selves*. Retrieved from www.policyalternatives.ca (BB)

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**

- Burnett, C. & Merchant, G. (2015). The challenge of 21st-Century Literacies. *Journal of Adolescent & Adult Literacy*, 59(3), 271-274. (BB)
- *Literacies*, Ch 3: “Literacies pedagogy”
- *Literacies*, Ch. 15: “Literacies and learner difference”
- **DOC:** Avineri, N., Johnson, E., Brice-Heath, S., McCarty, T., Ochs, E., Kremer-Sadlik, T., Blum, S., Zentella, A.C., Rosa, J., Flores, N., Alim, H.S., Paris, D. (2015). Invited forum: Bridging the “language gap”. *Journal of Linguistic Anthropology*, 25(1), 66-86. (BB)

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”
- **DOC:** Graff, H.J. (1987). *The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society*. Bloomington IN: Indiana University Press, pp.260-264. (BB)
- **DOC:** Dewey, J. 1938 (1963). *Experience and education*. New York: Collier Books. pp. 17–19, 40, 46, 74. and —. 1915 (1956). *The school and society*. Chicago: University of Chicago Press. pp. 12, 13, 14, 15, 18, 29. (BB)
- **DOC:** Freire, P. & Macedo, D. (1987). *Literacy: Reading the word and the world*. South Hadley, MA: Bergin & Garvey, pp.50-51, 35, 120-123, 145-149, 156-159. (BB)
- **DOC:** Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people’s children. *Harvard Educational Review* 58:280–298. pp. 286, 296.

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**

- Lipsitz, G. (2004). Forward: Midnight's children: Youth culture in the age of globalization. In S. Maira & E. Soep (Eds.), *Youthscapes: The popular, the national, the global* (pp. vii-xiv). Philadelphia: University of Pennsylvania Press. (BB)
- Vasudevan, L. & Campano, G. (2009). The social production of adolescent risk and the promise of adolescent literacies. *Review of Research in Education*, 33, 310-353. (BB)
- 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)
- [Recommended] Danzak, R.L. (2011). Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories. *Journal of Adolescent and Adult Literacy*, 55(3) 187-196. (BB)
- **DOC:** Maira, S. & Soep, E. (2004). Introduction. In S. Maira & E. Soep (Eds.), *Youthscapes: The popular, the national, the global* (pp. xv-xxxv). Philadelphia: University of Pennsylvania Press. (BB)
- **DOC:** de la Piedra, M.T. & Araujo, B.E. (2012). Literacies crossing borders: Transfronterizo literacy practices of students in a dual language program on the USA-Mexico border. *Language and Intercultural Communication*, 12(3) 214-229. (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"
- Serafini, F. (2014). *Reading the visual: An introduction to teaching multimodal literacy*. New York: Teachers College Press. pp. 29-53 (BB)
- McCloud, S. (1994). *Understanding comics: The invisible art*. New York: William Morrow Publishers. Chs. 1-3 (BB)
- **DOC:** Kress, G. & van Leeuwen, T. (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. Oxford UK: Oxford University Press, selected pages. (BB)

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"
- Appleman, D. (2015). *Critical encounters in secondary English: Teaching literary theory to adolescents*. New York: Teachers College Press. Chs. 3, 4, 5, 6, 7 (BB)
- [Masters students only] Jones, S. & Woglom, J.F. (2016). From where do you read the world? A graphica expansion of literacies for teacher education. *Journal of Adolescent and Adult Literacies* 59(4), 433-473.
- [Recommended] Wilhelm, J. (2016). "You gotta BE the book": Teaching engaged and reflective reading with adolescents (3rd edition). New York: Teachers College Press. Ch 4 (BB)
- **DOC:** Crenshaw, K. (1991). Mapping the margins: Intersectionality, idenity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299. (BB)

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"
- Evans, K. (2004). Spaces of possibility: The place of writing in urban drug treatment. *Women's Studies Quarterly*, 32(1/2) pp. 115-129. (BB)
- *The Beat Within* (BB)
- **DOC:** Citron, R. (2004). Gangs and their walls. In S. Maira & E. Soep (Eds.), *Youthscapes: The popular, the national, the global* (pp. 23-42). Philadelphia: University of Pennsylvania Press. (BB)

Due

- Short reading reflection 6

Week 10 Spatial, tactile, & gestural modes of meaning – Online class

Mar 30

Read

- *Literacies*, Ch 12: “Making spatial, tactile, and gestural meanings”
- McCloud, S. (1994). *Understanding comics: The invisible art*. New York: William Morrow Publishers. Chs. 4-5 (BB)

Due

- Short reading reflection 7

Week 11 Visual modes of meaning

Apr 6

Read

- *Literacies*, Ch 11: “Making visual meaning”
- Ewald, W. (2001). *I wanna take me a picture: Teaching photography and writing to children*. Boston: Beacon Press. Chs. 1-3 (BB)
- **DOC:** Berger, J. (1972). *Ways of seeing*. London: British Broadcasting Corporation. Chs. 1-3. (BB)
- **DOC:** Jhally, S. (Director) (1997). *Representation and the media* [Motion picture]. USA: Media Education Foundation (accessible at: <http://0-utep.kanopystreaming.com.lib.utep.edu/node/41581>)

Due

- Short reading reflection 8 (DOC students should refer to all readings.)
- Final project proposal

Week 12 Audio & oral modes of meaning

Media literacy workshop with Andrea Quijada from the Media Literacy Project

Apr 13

Read

- *Literacies*, Ch. 13: “Making audio and oral meanings”
- Soep, E. & Chavez, V. (2010). *Drop that knowledge: Youth radio stories*. Berkeley, CA: University of California Press. Selected chapters (BB)
- **DOC:** Hobbs, R. & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education*, 1, 1-11.

Due

- Short reading reflection 9 (DOC students should refer to all readings.)

Week 13 Literacies to think and learn

Apr 20

Read

- *Literacies*, Ch. 14: “Literacies to think and learn”
- Gee, J.P. (2006). *Are video games good for learning?* Keynote address at Curriculum Corporation 13th National Conference. (BB)
- **DOC:** Patel, L. (2016). Pedagogies of resistance and survivance: Learning as marronage. *Equity & Excellence in Education*, 49(4), 397-401. (BB)

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****