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University of Texas at El Paso
RED 5340-001 – Current Topics in Reading Education: Multiliteracies (CRN 26973)
Spring 2015

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Course description

This examines the theoretical foundations of the study of multiliteracies, the rich and varied ways youth, in particular, engage in multiliterate practices, and the practical application of this body of knowledge to classroom contexts. This course is divided into three sections: (1) Theoretical Frameworks, (2) Case Studies in Multiliteracies, and (3) the Application of Multimodal and Multiliterate Perspectives for Teaching and Learning.

Course objectives
Students will gain fluency with:

(1) New Literacy Studies scholarship and the political and ethical nature of literacy instruction and practice in schools;
(2) "Multiliteracies" as a theoretical and practical concept as well as the theoretical concepts of multimodality and the relationship between form and content;
(3) Research on youth literacies inside and outside of school and with a borderland context; Understanding the role that new digital technologies play in the creation of a new literacy ethos;
(4) Deconstructing media texts and constructing digital media texts;
(5) Examining representations of race, class, gender, social movements, and youth as they are portrayed in the media;
(6) Critically examining current cases of multimodal programs and projects and the role they play in educating youth;
(7) The breadth and depth of the growing youth media field and the rich and varied ways that young people engage in literate practices both inside and outside schools and formal programs of education;
(8) Demonstrating basic skills, knowledge and confidence to teach responsible digital citizenry;
(9) Understanding key concepts and debates in the growing field known as "Media Literacy";
(10) Applying course readings and themes to teaching contexts.

Course readings
Required readings posted on Blackboard:

<u>Week 2</u>
Gee, J.P (1998) What is literacy? In V. Zamel & R. Spack (Eds.), *Neogtiating academic literacies: Teaching and learning across languages and cultures* (pp. 51-59). Mahwah, NJ: Lawrence Earlbaum Associates Inc.

Gee, J. P. (2008). Meaning and ideology (Ch. 1) In *Social linguistics and literacies: Ideology in discourses*. New York: Routledge.

<u>Week 3</u>
Gee, J. P. (2008). Literacy crises and the significance of literacy (Ch. 2). In *Social linguistics and literacies: Ideology in discourses*. New York: Routledge.

Gee, J. P. (2008). The literacy myth and the history of literacy (Ch. 3). In *Social linguistics and literacies: Ideology in discourses*. New York: Routledge.

Gee, J. P. (2008). The new literacy studies (Ch. 4). In *Social linguistics and literacies: Ideology in discourses*. New York: Routledge.

<u>Week 4</u>
Cope, B. & Kalantis, M. (2000). Introduction: Multiliteracies: The beginning of an idea. In B. Cope & M. Kalantis (Eds.). *Multiliteracies: Literacy learning and the design of social futures* (pp. 3-8). New York: Routledge.

The New London Group (2000). A pedagogy of multiliteracies designing social futures. In B. Cope & M. Kalantis (Eds.). *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-37). New York: Routledge.

Gee, J.P. (2000). New people in new worlds: Networks, the new capitalism, and schools. In B. Cope & M. Kalantis (Eds.). *Multiliteracies: Literacy learning and the design of social futures* (pp. 43-68). New York: Routledge.

<u>Week 5</u>
Kress, G. (2000). Multimodality. In B. Cope & M. Kalantis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 183-202). New York: Routledge.

Harste, J.C. (2010). Multimodality. In P. Albers & J. Sanders (Eds.), *Literacies, the arts & multimodality* (pp. 27-43).Urbana, IL: National Council of Teachers of English.

Sanders, J. & Albers, P. (2010). Multimodal literacies: An introduction. In In P. Albers & J. Sanders (Eds.), *Literacies, the arts & multimodality* (pp. 1-25).Urbana, IL: National Council of Teachers of English.

Week 6

Ewald, W. (2001). Introduction (Ch. 1). In *I wanna take me a picture: Teaching photography and writing to children.* Boston: Beacon Press.

Ewald, W. (2001). Learning to read photographs (Ch. 2). In *I wanna take me a picture: Teaching photography and writing to children.* Boston: Beacon Press.

Ewald, W. (2001). Literacy through photography (Ch. 3). In *I wanna take me a picture: Teaching photography and writing to children.* Boston: Beacon Press.

Week 7

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.

Week 8

Goodman, S. (2005). The practice and principles of teaching critical literacy at the Educational Video Center. *Yearbook of the National Society for the Study of Education, 104*(1) 206-228.

Morrell, E., Dueñas, R., Garcia, V., Lopez, J. (2013). Youth and critical media production in the 21st century. In *Critical media pedagogy: Teaching for achievement in city schools.* New York: Teachers College Press.

Morrell, E., Dueñas, R., Garcia, V., Lopez, J. (2013). Critical media production in Mr. Lopez's class. In *Critical media pedagogy: Teaching for achievement in city schools.* New York: Teachers College Press.

Week 9

Hobbs, R. & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education, 1,* 1-11.

Tyner, K. (2010). Introduction: New agendas for media literacy. In K. Tyner (Ed.), *Media literacy: New agendas in communication* (pp. 1-7). New York: Routledge.

Center for Media Literacy's Media Lit Kit

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)

Week 10

Cintron, R. (2005). 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.

Medina, C. (2014). "(Who discovered) America": Ozomatli and the Mestiz@ rhetoric of hip hop. *Alternativas, 2,* 1-24

Week 11
Juvenile Justice Zine project accessible at:
http://www.uic.edu/jaddams/hull/_programsevents/_upcomingevents/_2011/_zinerelease party/may12.html# (Zines to read include: *Graphic history of juvenile justice in Illinois, Girls in the system, Youth stories, School to prison pipeline,* and *Prison industrial complex*).

Juvenile In Justice project accessible at: http://www.juvenile-in-justice.com/ (Pages to read include: *About the project* page, *What we do* page, and several cities with stories and photos from the *Photos and stories* page).

Week 12
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.

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

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.

Week 13
Gee, J.P. (2008). Good video games and good learning. *Phi Kappa Phi Forum, 85*(2) 33-37.

Gee. J. P. (2010). A situated socio-cultural approach to literacy and technology. In E.A. Baker (Ed.), *The new literacies: Multiple perspectives on research and practice* (pp. 165-193). New York: The Gilford Press.

Ito, M, Horst, H., Bittanti, M., boyd, d., Herr-Stephenson, B., Lange, P.G., Pascoe, C.J., Robinson, L. (2008). Living and learning with new media: Summary of findings from the digital youth project. The John D. and Catherine T. MacArthur Foundation.

Recommended readings to support development and completion of final media project:

Wilhelm, J. (2007). Asking the guiding question: Reframing existing curriculum into inquiry units. In *Engaging readers and writers with inquiry: Promoting deep understandings in language arts and the content areas* (pp. 41-74). New York: Scholastic.

Other recommended readings TBD

Course requirements:

Successful completion of this course will be based on the following key elements:

Reflective syntheses of the readings (55 points total – 5 points each) – To facilitate understanding of and discussion about the reading, you will be expected to do a reflective synthesis tied to each week's readings. The synthesis should be 400 words in length and should do four things: (1) summarize the main arguments of the readings; (2) draw connections across the readings; (3) highlight one theme or aspect of the reading and analyze it in relationship to your own life/practice; and (4) conclude with a question that developed for you while reading the text. You will be expected to post your synthesis to our course blog at: http://kidblog.org/Multiliteraciescourse/ by the **Monday before class at midnight and bring a hard copy of your synthesis and all of the assigned readings with you to class**. You can earn up to 5 points for each reflective synthesis. **No late responses will be accepted.** A rubric can be found in the appendix.

Multimedia literacy autobiography (10 points) – As part of this course, you will have the opportunity to reflect on your own literacy history and the ways in which your experience with literacy has influenced your perspective as a teacher. You will also have the opportunity to draw on technology to express the diversity and complexity of your experiences with reading and writing. To that end, you will create a 4 minute multi-modal presentation that represents your autobiographical experience with literacy and makes explicit connections to course themes and texts. You should use some visual/digital platform (i.e. Windows Storyboard, MovieMaker, iMovie, Prezi, etc.) to create a multimodal presentation by **March 5th at midnight**. More explanation will be provided in class about this assignment and on how and where to post your video. A rubric can be found in the appendix.

In-class student reflection/presentation on weekly readings (5 points) – Because this course offers an overview of theories and topics central to the broad field of study of multiliteracies, this assignment offers an opportunity for you to reflect and present on a week's set of readings in relation to the specific subject area and student populations you are working with or are preparing to work with in the future. This assignment will be done in groups of 3. Each group reflection/presentation on the week's readings will be 20 minutes in length and should start with a <u>very brief</u> overview of the main points of the week's readings. The bulk of the reflection/presentation will focus on making a connection between the readings and the teaching you are doing, or will be doing, in the future. More information on this assignment will be provided in class. Students who sign up to present on readings assigned for an online class day will present in the following class face-to-face class session. Presenting groups will be responsible for communicating their presentation plan with the instructor the Sunday before their presentation by 9pm. A rubric for this assignment can be found in the appendix.

Multiliteracies inquiry project (15 points) – Another requirement for this course will be the development of a inquiry unit that incorporates multiliteracies in different ways. This project is **due May 1st by midnight.** The inquiry unit will include the following components:
- Title and brief statement of purpose
- Grade level and content area
- A guiding inquiry question (see the Wilhelm reading)
- Objectives (taken from the TEKS) related to the inquiry question
- A description of at least 5 technology-based materials to conduct this inquiry

- A description of at least 5 multimodal activities to be used with technology-based materials described; these activities should be hands-on, thoughtful, well-explained, and offer opportunities to practice and develop multiliteracies
- An assessment plan with both summative and formative assessments

This inquiry project can be done in pairs. More explanation will be provided in class about this assignment. A rubric can be found in the appendix.

Final presentation of multiliteracies inquiry project (5 points) – Students will share their multiliteracies inquiry projects with their classmates **in class on May 5th.** Materials used for these in-class presentations must be shared with the instructor by email by **May 4th at midnight.** More information about the requirements of this assignment will be provided in class. A rubric can be found in the appendix.

Final course reflection (5 points) –This 1 page single-spaced final reflection will be due **May 12th at midnight.** More information on this final reflection will be provided in class. A rubric can be found in the appendix.

Class Participation (10 points) – This course is reading, writing, and speaking intensive. Critical readings of texts, cogent writings, articulate oral presentations, and full participation in classroom dialogue and activities are mandatory. Students are expected to have read and thoughtfully considered *all of the readings before* each class meeting and to integrate concepts from the readings into classroom discussions, assignments, and in-class activities. To be clear, being critically engaged with the readings does not mean that you should necessarily agree with them. Disagreement and critique are encouraged, as they can be instructive. I do ask, however, that you be thoughtful about your critiques, and that even when you disagree with certain points of a given reading you challenge yourself to find what is useful in it. Your ability to engage seriously with the assigned materials will be reflected in your final grade. A rubric for the class participation grade can be found in the appendix.

Assessment of student learning outcomes

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Reflective syntheses	Ongoing	55 points	Learning Outcomes #1-10
Literacy autobiography	3/5/15	10 points	Learning Outcomes #1,2,4,9,10
Reflection/presentation on weekly readings	Ongoing	5 points	Learning Outcomes # 1-10
Multiliteracies inquiry unit	5/1/15	15 points	Learning Outcomes #1-10
Submission of inquiry unit presentation materials; Presentation of inquiry unit	5/4/15; 5/5/15	5 points	Learning Outcomes #1-10
Final course reflection	5/12/15	5 points	Learning Outcomes #1-10
Class Participation	Ongoing	5 points	Learning Objectives #1-10

Grading
A   90-100 points

B	80-89 points
C	70-79 points
D	60-69 points
F	Below 59 points

Attendance policy
Your attendance and active participation are vital to this course. The Teacher Education Department considers missing **two weeks** of class as excessive and grounds for being dropped from the course.

Classroom behavior policy
Because this is course is a seminar that centers on active participation and discussion, and not a lecture that requires detailed note taking, I ask that you refrain from using laptops and tablets in class. Students should come to class with hard copies of all the assigned readings for that day, as well as a hard copy of their reflective synthesis. Cell phone use of any kind is also not permitted. Texting and/or receiving or making calls must be done outside of class. Student caught on their phones while in class will be asked to leave. No recording of class sessions is allowed without my prior consent and the consent of the rest of the class. Our class must be a place where we can share different perspectives and questions without concern about having confidential information shared outside of the group.

Disability policy
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Standards of academic integrity
Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not 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. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Syllabus subject to change

Course Schedule

<table>
<tr><td rowspan="11">Theoretical Frameworks</td><td>Week 1</td><td>January 20</td><td>Readings/Assignments Due</td></tr>
<tr><td></td><td>Introductions, Introduction to the course</td><td></td></tr>
<tr><td>Week 2</td><td>January 27</td><td></td></tr>
<tr><td></td><td>What is Literacy?</td><td>Gee, What is literacy?
Gee, Ch. 1, Meaning and ideology

**Reflective synthesis of 400 words due by midnight on January 26</td></tr>
<tr><td>Week 3</td><td>Online class – February 3</td><td></td></tr>
<tr><td></td><td>The significance of literacy and history of the study of literacy</td><td>Gee, Chs. 2-4 in Social Linguistics and Literacies

**Reflective synthesis of 400 words due by midnight on February 2</td></tr>
<tr><td>Week 4</td><td>February 10</td><td></td></tr>
<tr><td></td><td>Multiliteracies</td><td>Cope & Kalantis, Introduction
New London Group, A pedagogy of multiliteracies
Gee, New people in new worlds

**Reflective synthesis of 400 words due by midnight on February 9</td></tr>
<tr><td>Week 5</td><td>February 17</td><td></td></tr>
<tr><td></td><td>Multimodality</td><td>Kress, Multimodality
Harste, Multimodality
Sanders & Albers, Multimodal literacies

**Reflective synthesis of 400 words due by midnight on February 16</td></tr>
<tr><td rowspan="4">Case Studies in Multiliteracies</td><td>Week 6</td><td>February 24</td><td></td></tr>
<tr><td></td><td>Literacy Through Photography

**iMovie workshop 5:40-6:40 in the UTEP library's Technology Support Center, Room 336</td><td>Ewald, Chs. 1-3 in I wanna take me a picture
Other readings TBD

**Reflective synthesis of 400 words due by midnight on February 23</td></tr>
<tr><td>Week 7</td><td>Online class - March 3</td><td></td></tr>
<tr><td></td><td>Youth literacies</td><td>Vasudevan & Campano, The social production of adolescent risk and the promise of adolescent literacies</td></tr>
</table>

			**Reflective synthesis of 400 words due by midnight on March 2 **Literacy autobiography due by Thursday, 3/5 at midnight
		March 10	**Spring Break**
	Week 8	**March 17**	
		Youth media production Mid-term evaluations in class	Goodman, The practice and principles of teaching critical literacy at the EVC Morrell, et. al., Youth and critical media production in the 21st century Morrell, et. al., Critical media pedagogy in Mr. Lopez's class **Reflective synthesis of 400 words due by midnight on March 16
	Week 9	**March 24**	
Applied Perspectives		Media literacy	Hobbs & Jensen, The past, present, and future of media literacy education Tyner, New agendas for media literacy Center for Media Literacy's Media Literacy Kit Jhally, Representation and the Media http://0-utep.kanopystreaming.com.lib.utep.edu/node/41581 **Reflective synthesis of 400 words due by midnight on March 23
		March 31	**Cesar Chavez Day – No Class**
	Week 10	**Online class – April 7**	
		Literacy & identity	Cintron, Gangs and their walls Medina, "(Who discovered) America" **Reflective synthesis of 400 words due by midnight on April 6
	Week 11	**April 14**	
		Youth zines & juvenile justice	Select 3 of 5 zines on juvenile justice to read (Graphic history of juvenile justice in Illinois, Girls in the system, Youth stories, School to prison pipeline, Prison industrial complex) accessible at: http://www.uic.edu/jaddams/hull/_programsevents/_upcomingevents/_2011/_zinereleaseparty/may12.html# Richard Ross' Juvenile In Justice project: http://www.juvenile-in-justice.com/ Read: *About the project* page, *What we do* page, and pick several cities from the *Photos and stories* page to read **Reflective synthesis of 400 words due by midnight on April 13
	Week 12	**Online class –April 21**	

		Language and literacies on the border	De la Piedra & Araujo, Literacies crossing borders De la Piedra, Adolescent worlds and literacy practices on the US-Mexico border Danzak, Defining identities through multiliteracies **Reflective synthesis of 400 words due by midnight on April 20
Week 13	**April 28**		
		Learning through video games & social media	Gee, A situated-sociocultural approach to literacy and technology Gee, Good video games and good learning Ito et al., Living and learning with new media **Multiliteracies inquiry unit due by midnight on May 1
Week 14	**May 5**		
		Student presentations of final projects Final course evaluations in-class	** Presentation materials to be emailed to instructor by midnight on May 4; Presentations on final project given in today's class
Week 15	**May 12**		
		Exam Week	**Final course reflections due by midnight on May 12

APPENDIX
Grading Rubrics for Course Assignments

Reflective synthesis of course readings

Criteria	Possible points	Points earned
Clear, coherent, and well-organized; shows evidence of having read all of the materials; adheres to word length (400 words)	*1*	
Clearly and accurately pulls out the key points of the readings	*2*	
Makes thoughtful connections across the readings and provides details and examples	*1*	
Makes thoughtful connections to life experience and present/future teaching practice	*1*	
Total	*5*	

Literacy autobiography

Criteria	Possible points	Earned points
Focus on assigned topic; thoughtful and substantive	*2*	
Connections to course themes/texts	*2*	
Clarity and coherence	*2*	
Originality and creativity	*2*	
Creative and effective uses of media	*2*	
Total	*10*	

In-class reflection/presentation on readings

Criteria	Possible points	Points earned
Coherent and thoughtful presentation of main points of the readings	1	
Creative and engaging use of visual materials and activities	1	
Coherent andn thoughtful connection of readings to specific content area teaching and the teaching of particular groups of students	3	
Total	*5*	

Multiliteracies inquiry unit

Criteria	Possible points	Points earned
Specifies grade level and content area	*1*	
Includes a title and inquiry question	*1*	
Includes objectives tied to TEKS	*1*	
Includes and describes at least 5 technology-based materials to conduct this inquiry	*3*	
Includes and describes at least 5 multimodal activities to be used with technology-based materials described; these activities are hands-on, thoughtful, well-explained, and offer opportunities to practice and develop multiliteracies	*7*	
Includes an assessment plan with both formative and summative forms of assessment	*2*	
Total	*15*	

Presentation of multiliteracies inquiry unit

Criteria	Possible points	Points earned
Creative and appropriate use of visual materials	2	
Coherent and thoughtful presentation of main points of final project	3	
Total	*5*	

Final course reflection

Criteria	Possible points	Points earned
Thoughtful reflection on course strengths and areas for improvement	3	
Reflective self-examination of personal performance (strengths and areas for improvement)	2	
Total	*5*	

Class discussion

	Strong work[i]	Needs development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out"	Seldom participates and is generally not engaged

[i] Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

Syllabus subject to change