Youth Literacies & Multimodality
Summer 2022

Instructor: Dr. Amy Bach  
Email: ajbach@utep.edu  
Tel: 915.747.5791  
Office: EDUC 610  
Office hours: Online by appointment

COURSE INFORMATION
Masters level: RED 5355-001: Foundations of Literacy [CRN 35834]  
3 credit hours  
Online, asynchronous course

COURSE DESCRIPTION
Youth Literacies and Multimodality: This course explores how new technologies and modes of communication have transformed the ways youth engage in literate practices both inside and outside of school. Key concepts include multiliteracies, multimodal designs for meaning-making, and media literacy. Special emphasis is placed on youth literacies in the U.S./Mexico border region.

This course is also aligned with the aims of the UTEP Edge initiative, which include:
- Providing learning opportunities to develop students’ communication and critical thinking skills, as well as engender sense of the social responsibility students undertake as educators of youth and adults in the El Paso borderland region and beyond.

STUDENT LEARNING OUTCOMES
Through participation in this course, students will:
1. Understand connected learning in relation to 21st Century Literacies and employ connected learning as a model for teaching and learning;
2. Examine theories of and practices incorporating multiliteracies and multimodality as models to inform teaching and learning;
3. Compare the functions, forms, and practices of youth literacies found in school, home, and community contexts;
4. Explore youth engagements with multimodal and digital forms of literacy in communities on the U.S.-Mexico border and in other linguistically and culturally diverse settings;
5. Engage with new digital learning tools and discover their potential as platforms for teaching 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>May 16</td>
<td>Introductions; Schooling &amp; diverse youth</td>
<td>RR1, Peer responses RRs, Online class activities</td>
</tr>
<tr>
<td>2</td>
<td>May 23</td>
<td>Multiliteracies; Connected learning</td>
<td>RR2, Peer responses RRs, Online class activities</td>
</tr>
<tr>
<td>3</td>
<td>May 30</td>
<td>Multimodality; Youth literacies</td>
<td>RR2, Peer responses RRs, Online class activities, Analysis of youth digital literacy practices</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>June 6</td>
<td>Making visual meanings</td>
<td>RR3, Peer responses RRs, Online class activities</td>
</tr>
<tr>
<td>5</td>
<td>June 13</td>
<td>Making meaning through video and digital platforms</td>
<td>RR4, Peer responses RRs, Online class activities, Drafts of EQ/Lesson plans/Assessment</td>
</tr>
<tr>
<td>6</td>
<td>June 20</td>
<td>Youth culture and critical media literacies</td>
<td>RR5, Peer responses RRs, Online class activities, Presentation on “Genius Hour” research</td>
</tr>
<tr>
<td>7</td>
<td>June 27</td>
<td>Youth radio, podcasts, &amp; theater; Multiliteracies and learner differences</td>
<td>RR6, Peer responses RRs, Online class activities, Final instructional unit, Presentation on instructional unit</td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS**

*Participation in weekly online course activities* (7 X 3 pts each = 21 pts): Each week there will be a PowerPoint posted with different activities to guide you through course content and provide opportunities for collaborative reflection on and analysis of the readings each week.

*Reading reflection assignments* (7 X 5 pts each = 35 pts): Learning is a social activity. The more actively engaged you are in class, the more you learn, and the more we are able to learn from you. As a way of practicing thoughtful reading, you will write a brief synthesis of the readings for each class session and include 1 question for discussion. The synthesis should demonstrate knowledge and understanding of all of the readings for that day, as well as thoughtful reflection and connection between the readings and across the course. These syntheses are brief versions of what you do when you write a review of literature, drawing connections across multiple works and illuminating patterns, contrasts, etc. With the synthesis, you will also include 1 thoughtfully composed discussion question that asks respondents to analyze, apply, or evaluate some aspect of the readings. A synthesis should be no more than 350 words, not including the discussion question. These reading reflections are due to the discussion board on Blackboard on the Friday of each week. A rubric for this assignment is posted on Blackboard.

*Peer responses to reading reflections* (7 X 2 pt each = 14 pts): In addition to posting your reading reflections, you will also read through two of your classmates’ reading reflections and you will answer the discussion questions they pose by the Sunday of each week. Your response to their discussion questions should be no more than 200 words.
Analysis of youth digital literacy practices (15 pts): To ground your understandings of how young people engage in a variety of literacy practices outside of school you will interview a young person in middle or high school about their digital literacy practices. You will document your findings in either a print-based or multimodal text of your choosing that discusses their digital literacy practices in relation to our course readings. A more detailed assignment description and rubric is forthcoming.

“Genius Hour” research and presentation (15 pts): This assignment allows you to explore the instructive potentials of multimodality through experimentation with a digital learning tool of your choice. Your research on the potentials of this digital learning tool to support teaching and learning will be presented multimodally. A more detailed assignment description and rubric is forthcoming.

Instructional unit (63 pts in total including drafts and final components): The culminating project for this course is an instructional unit around a topic of your choosing integrating multimodality while addressing content area standards and student needs. This instructional unit will center around (1) an essential question that provide an orienting framework and ties the unit together and the unit will also include (2) three representative daily lesson plans, (3) a final assessment, (4) a short paper explaining the decisions you made in connection with course texts, and (5) a 5 minute video presentation of the instructional unit posted to BlackBoard. Parts of this instructional unit will be submitted as drafts in Week 5 of the course: the essential question (3 pts), the three representative lesson plans (3 @ 5 pts each), and the assessment (5 pts). You will receive feedback on these drafts and you will use this feedback to revise them. The final components and respective points for the final revised instructional unit are as follows:

- Final representative lesson plans (3 @ 5 pts each)
- Final assessment (5 pts)
- Rationale paper (15 pts)
- Final video presentation on instructional unit (5 pts)

A more detailed assignment description of this instructional unit and a rubric for this assignment is forthcoming.

**GRADING SUMMARIES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in online activities (7 @ 3 pts each)</td>
<td>21</td>
<td>13%</td>
</tr>
<tr>
<td>Reading responses (7 @ 5 pts each)</td>
<td>35</td>
<td>21%</td>
</tr>
<tr>
<td>Peer response to reading responses (7 @ 2 pts each)</td>
<td>14</td>
<td>9%</td>
</tr>
<tr>
<td>Analysis of youth digital literacy practices</td>
<td>15</td>
<td>9%</td>
</tr>
<tr>
<td>Drafts of EQ (3pts), Lesson plans (3 @ 5 pts), Assessment (5 pts)</td>
<td>23</td>
<td>14%</td>
</tr>
<tr>
<td>“Genius Hour” research and presentation</td>
<td>15</td>
<td>9%</td>
</tr>
<tr>
<td>Instructional unit</td>
<td>40</td>
<td>25%</td>
</tr>
<tr>
<td>Total points</td>
<td>163</td>
<td>100%</td>
</tr>
</tbody>
</table>
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

COURSE MATERIALS

All course readings are posted on Blackboard.

POLICIES & PROCEDURES

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 Center for Accommodations and Support Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support 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).

Equal educational opportunity: In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. No person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. Any member of the university community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the university. Complaints regarding discrimination and inquiries regarding applicable policies should be reported to the University’s Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at eoaa@utep.edu.

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. Refer to http://www.utep.edu/dos/acadintg.htm for further
information.

**Syllabus is subject to change.**