COURSE INFORMATION
RED 6318-001: Literacies in the 21st Century [CRN 29110]
3 credit hours
Meets in-person on Mondays, 5:30-8:20pm, EDUC 312 on even weeks; online asynchronous class on odd weeks.

COURSE DESCRIPTION
This course explores how new modes of communication in the digital age have transformed the ways in which children, youth, and adults engage in literate practice both inside and outside of school. Key topics include: the emergence of “new” literacies; multimodality and meaning-making; media literacy; digital storytelling; and the integration of digital literacies into K-12 and community education programs. Special emphasis is placed on literacies of the U.S.-Mexico border and the literacy education of emergent bilinguals/ English language learners.

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

1. Critically engage with 21st century literacies as a concept and understand why and how engagements with literacies inside and outside of school are (or should be) changing;
2. Employ multiliteracies pedagogy to present your understandings of course texts and subjects;
3. Understand multimodality as both a theoretical concept and practical approach for literacy teaching and learning;
4. Engage in multimodal meaning making through multimodal activities and projects and understand the communicative potential of different modalities;
5. Understand the linguistic assets of emergent bilingual students and how multiliteracies pedagogy can meet the needs of diverse learners;
6. Explore youth media initiatives and the rich and varied ways that young people engage in literate practices outside of schools;
7. Practice deconstructing media texts to identify how race/ethnicity, social class, gender, and youth are represented in mainstream media messages;
(8) Gain practice in analyzing and discussing scholarly and practitioner-oriented texts and speaking publically;
(9) Gain practice in academic course design and the development of instructional activities to reinforce teaching objectives.

REQUIRED COURSE MATERIALS


Additional required 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.

BLACKBOARD READINGS


Ruecker, T. (2014). Here they do this, there they do that: Latinas/Latinos writing across institutions. *College Composition and Communication, 91*-119.


**GRADING SUMMARIES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance</td>
<td>60</td>
<td>24.5%</td>
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<tr>
<td>Reading response assignments (12 @ 5pts each)</td>
<td>60</td>
<td>24.5%</td>
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<tr>
<td>Coloquios (2 @ 10 pts each)</td>
<td>20</td>
<td>8%</td>
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<tr>
<td>Syllabus enhancement assignment</td>
<td>30</td>
<td>12%</td>
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<tr>
<td>Multimodal project</td>
<td>75</td>
<td>31%</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>245</strong></td>
<td><strong>100%</strong></td>
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A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below
# COURSE OVERVIEW

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 18</td>
<td>Introductions, Introduction to the course</td>
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<tr>
<td>2</td>
<td>Jan 24</td>
<td>New people in new worlds</td>
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<td>3</td>
<td>Jan 31</td>
<td>What are multiliteracies/21st century literacies?</td>
<td>RR#1</td>
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<td>4</td>
<td>Feb 7</td>
<td>Critiques of and reflections on 21st century literacies</td>
<td>RR#2; Multimodal project topic</td>
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<td>5</td>
<td>Feb 14</td>
<td>Literacies pedagogy, Paradigms of literacy</td>
<td>RR#3</td>
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<td>6</td>
<td>Feb 21</td>
<td>Multimodal designs for meaning</td>
<td>RR#4; Multimodal project proposal</td>
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<td>7</td>
<td>Feb 28</td>
<td>Meaning making by reading</td>
<td>RR#5</td>
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<tr>
<td>8</td>
<td>March 7</td>
<td>Making meaning by writing</td>
<td>RR#6</td>
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<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>9</td>
<td>March 21</td>
<td>Transfronterizx and emergent bilingual language and literacies in TX schools</td>
<td>RR#7; Outline/storyboard of multimodal project</td>
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<tr>
<td>10</td>
<td>March 28</td>
<td>Visual modes of meaning</td>
<td>RR#8; Syllabus enhancement assignment</td>
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<tr>
<td>11</td>
<td>April 4</td>
<td>Media literacy &amp; social media</td>
<td>RR#9</td>
</tr>
<tr>
<td>12</td>
<td>April 11</td>
<td>Making audio and oral meanings</td>
<td>RR#10; Multimodal text draft</td>
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<tr>
<td>13</td>
<td>April 18</td>
<td>Making spatial, tactile, and gestural meanings</td>
<td>RR#11</td>
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<tr>
<td>14</td>
<td>April 25</td>
<td>Multiliteracies and educational research</td>
<td>RR#12</td>
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<tr>
<td>15</td>
<td>May 2</td>
<td>Multimodal project, reflection, and presentation</td>
<td>Final multimodal text and presentation; Reflection on multimodal project</td>
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POLICIES & PROCEDURES

**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.

**Students with disabilities**
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).

**Academic integrity**
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, 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. It is imperative, therefore, that all faculty insist on adherence to these standards.

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 subject to change**