

Literacies in the 21st Century SPRING 2019

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COURSE INFORMATION

This course is cross-listed:

Masters level: RED 5355-001: Literacies in the 21st Century [CRN 28534]

Doctoral level: TED 6319-005: Graduate Workshop in Education: Literacies in the 21st Century
[CRN 28535]

3 credit hours

Meets Mondays, 5:30-8:20pm, EDUC 312

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) Understand the role of the arts in cognition and curriculum;
- (3) Employ multiliteracies pedagogy to present your understandings of course texts and subjects;
- (4) Understand multimodality as both a theoretical concept and practical approach for literacy teaching and learning;
- (5) Engage in multimodal meaning making through multimodal activities and projects and understand the communicative potential of different modalities;
- (6) Understand the linguistic assets of emergent bilingual students and how multiliteracies pedagogy can meet the needs of diverse learners;

- (7) Explore youth media initiatives and the rich and varied ways that young people engage in literate practices outside of schools and formal programs of education;
- (8) Practice deconstructing media texts to identify how race/ethnicity, social class, gender, and youth are represented in mainstream media messages;
- (9) Apply, and adapt, course knowledge into professional development trainings for educators;
- (10) Gain practice in analyzing and discussing scholarly and practitioner-oriented texts and speaking publically;
- (11) Gain practice in academic course design and the development of instructional activities to reinforce teaching objectives.

COURSE OVERVIEW

Week	Date	Topics	Assignments Due (in addition to readings)
1	Jan 28	Introductions, Introduction to the course	
2	Feb 4	What are 21 st century literacies?	RR#1
3	Feb 11	New people in new worlds	RR#2
4	Feb 18	Intersectionality	RR#3; Multimodal project proposal
5	Feb 25	Literacies pedagogy	RR#4
6	March 4	Paradigms of literacy	In-class group presentations of selected chapter
7	March 11	Literacies and learner differences	RR#5
SPRING BREAK			
8	March 25	Transfronterizx and emergent bilingual language and literacies/ Raciolinguistic ideologies	RR#6
9	April 1	Multimodality	RR#7; Multimodal project outline/storyboard
10	April 8	No class meeting – students work on Multimodal projects	
11	April 15	Visual modes of meaning/ Literacy through photography	RR#8
12	Apr 22	Media literacy	RR#9; Professional development wkshp &

			Syllabus enhancement assignment
13	Apr 29	Making meaning by reading & writing/ Theater and literary analysis & Youth documentary production	RR#10
14	May 6	Literacies for learning/ Final presentations of multimodal project	Multimodal project and Multimodal project presentation (May 6 th); Reflection on Multimodal project (May 11 th)

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 Kalantiz et al. in the Readings and Assignments schedule in the syllabus)

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. Supplemental readings required of doctoral students are marked with **DOC**.

*Both required texts are on reserve at the UTEP library. You may not check them out of the library, but you can use them for up to 3 hours at a time while in the library.

BLACKBOARD READINGS

Appleman, D. (2015). *Critical encounters in secondary English: Teaching literary theory to adolescents*. New York: Teachers College Press.

Berger, J. (1972). *Ways of seeing*. Retrieved from <https://www.youtube.com/watch?v=utEoRdSL1jo>

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, pp. 139-167.

- 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)
- de la Piedra, M.T, Araujo, B., & Esquinca, E. (2018). *Educating across borders: The case of a dual-language program on the U.S.-Mexico border*. Tucson, AZ: The University of Arizona Press.
- de los Rios, C.V. (2017). Picturing ethnic studies: Photovoice and youth literacies of social action. *Journal of Adolescent and Adult Literacy*, 61(1), 15-24.
- Dewey, J. 1938 (1963). *Experience and education*. New York: Collier Books. pp. 17–19, 40, 46, 74.
- . 1915 (1956). *The school and society*. Chicago: University of Chicago Press. pp. 12, 13, 14, 15, 18, 29.
- Eisner, E.W. (1981). The role of the arts in cognition and curriculum. *Phi Delta Kappa*, 63(1), 48-52.
- Eubanks, V. (2011). *Digital dead end: Fighting for social justice in the information age*. Cambridge, MA: MIT Press.
- Eubanks, V. (2018). *Automating inequality: How high-tech tools police, profile, and punish the poor*. New York: St. Martin's Press.
- Ewald, W. & Lightfoot, A. (2002). *I wanna take me a picture: Teaching photography and writing to children*. New York: Beacon Press.
- Flores, N. & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149-171.
- 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.
- García, O. & Otheguy, R. (2017). Interrogating the language gap of young bilingual and bidialectal students. *International Multilingual Research Journal*, 11(1), 52-65.
- Gee, J. P. (2005). New people in new worlds: Networks, the new capitalism and schools. In B. Cope & K. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 51-76). New York: Routledge.
- Goodman, S. (2005). The practice and principles of teaching critical literacy at the Educational Video Center. In G. Schwarz & P.U. Brown (Eds.), *Media literacy: Transforming curriculum and teaching*, New York: Wiley-Blackwell.
- Gutiérrez, K.D. & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5), 19-25.
- Hall, S. (1997). *Representation and the media*. Retrieved from <https://utep.kanopy.com/video/stuart-hall-representation-media>
- Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. London: Arnold.
- Heath, S.B. (1994). What no bedtime story means: Narrative skills at home and school. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 73-95). Philadelphia: The Open University.
- Hirsch, E.D. 1988. *Cultural literacy: What every American needs to know*. New York: Vintage Books. pp. xiv–xv, xvii, 20–21, xiii, 115, 21, 23–24.

- Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of communication*, 48(1), 16-32.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge, pp.167-175.
- Hyde, K. (2005). Portraits and collaborations: A reflection on the work of Wendy Ewald. *Visual Studies* 20(2), 172-190.
- Jones, S. & Woglom, J.F. (2015). From where do you read the world? A graphic expansion of literacies for teacher education. *Journal of Adult and Adolescent Literacy* 59(4), 443-473.
- Kress, G. (2003). *Literacy in the new media age*. New York: Routledge.
- Lissak, G. (2018). Adverse physiological and psychological effects of screen time on children and adolescents: Literature review and case study. *Environmental Research*, 164, 149-157.
- McCloud, S. (1993). *Understanding comics: The invisible art*. New York: Harper Collins.
- Montessori, M. 1912 (1964). *The Montessori Method*. New York: Schocken Books, pp.256-263.
- The New London Group (2000). A pedagogy of multiliteracies designing social futures. In B. Cope & M. Kalantzis (Eds.). *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-37). New York: Routledge.
- Noddings, N. & Brooks, L. (2017). *Teaching controversial issues: The case for critical thinking and moral commitment in the classroom*. New York: Teachers College Press.
- Shannon, P. (2017). *Progressive reading education in America: Teaching toward social justice*. New York: Routledge.
- Share, J. (2014). *Media literacy is elementary: Teaching youth to critically read and create media*. New York: Peter Lang.
- Patel, L. (2016). Pedagogies of resistance and survivance: Learning as marronage. *Equity & Excellence in Education*, 49(4), 397-401.
- Wilhelm, J. (2016). *"You gotta BE the book": Teaching engaged and reflective reading with adolescents* (3rd edition). New York: Teachers College Press.

COURSE REQUIREMENTS AND GRADING RUBRICS

Class attendance and participation (22-25%, 12 @ 3 points each)

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. You are expected to attend all class sessions. You are expected to be prepared to discuss the assigned readings for each class session. Your participation will be evaluated on the extent to which you display your engagement with, and understanding of, course materials. To participate you don't have to be right, you just have to demonstrate thoughtful consideration of the course materials and engage with your classmate's comments and class activities. You will receive 1 point for each class session in which you arrive on time and 2 points for each class session in which you demonstrate deep engagement with the material, your colleagues, and class activities. If you have an emergency or urgent conflict, please let me know right away.

Short reading responses (18-20%, 10 @ 3 points each)

You will write brief written reflections to the readings for 10 class sessions. For these short responses, you will (a) identify and state a theme that runs through all of the readings for that session in your own words and (b) explain how you see that theme in each reading, how the readings are related to each other (and how they may be different). Do this in **no more than 300 words**. Cite all readings with APA-style in-text citations but do not waste any of your words with direct quotes (1-2 word terms or phrases are ok). Include full bibliographic references at the bottom (these are not included in the word limit). These reading responses will be due to the discussion board on our Blackboard site **by noon on the day of class for which the readings have been assigned**. Points will be deducted for late postings and no points will be given for reading responses posted more than 1 day late.

Professional development workshop (20%, 30 points)

Masters students will develop a professional development workshop to help teachers and/or administrators improve their professional knowledge about a particular component of multiliteracies pedagogy and/or multimodality as a tool for teaching and learning. Workshops should (1) explore a specific issue or topic related to multiliteracies pedagogy and/or multimodality in-depth (rather than providing a general non-specific overview); (2) employ multiliteracies pedagogy to present content (rather than using a standard lecture format); (3) be free of academic jargon and communicate ideas clearly to the educator participants; and (4) engage workshop participants in an activity that reflects an understanding of multiliteracies teaching and learning. This assignment will be submitted to BB in Week 12.

Multimodal multiliteracies project (30-35%, 50 points)

Students will create a multimodal text that engages an issue that falls broadly within one or more of the topic areas of the course (1) 21st century literacies/knowledge/worlds, (2) literacies pedagogy, and/or (3) multimodal meaning making. Students are free to choose from a variety of multimodal text forms (such as a short video documentary, a photo essay, a Pechakucha presentation, a podcast, an interactive website, a digital story, or a public service announcement, etc.) to present their issue. You may use any tool (iMovie, Final Cut Pro, GarageBand, PowerPoint, digital storytelling software) that allows you to edit and manipulate digital artifacts in the production of a media text. Time/length and subject parameters will be determined in conversation with the instructor. You may work individually or in pairs for this project. This multimodal literacies project will have four elements:

- (1) A **PROPOSAL** due Week 4. (500 words maximum, 10 points)
- (2) An **OUTLINE or STORYBOARD** due Week 9 (500 words maximum, 10 points)
- (3) The **MULTIMODAL TEXT** due on the last day of class and presented to the class during this final class session.
- (4) A **REFLECTION** on the multimodal project due May 11th by noon (500 words, 10 points).

SUPPLEMENTARY ASSIGNMENTS FOR DOCTORAL STUDENTS

Supplementary readings

The readings marked DOC are additional readings for doctoral students to complete. That is, doctoral students must complete **all** readings each week. Your reflections on these readings should be incorporated into reading reflections, into class discussions, and other coursework.

Coloquio attendance (12%, 2@ 10 points each)

The EL3 Lab Coloquios are related to knowledge and skills covered in this course. I ask that you attend two or more Coloquios and, for each, submit a short assignment with the date of your attendance and a 150-word reflection on the event, including what you gained and what you would have liked to be different or remaining questions you have. **If you foresee that attending ANY of the Coloquios will be impossible for you, please talk with me before Week 3 to arrange for an alternative assignment.**

Syllabus enhancement (18%, 30 points)

In this assignment, you will design one small component of a course on 21st century literacies and learning. Imagine something that could be added to or substituted for another piece in this course or a course like it. You can choose to design a class session or an assignment or something else a bit more outside the box like a group performance, some kind of civic engagement or service learning, etc. Some guidelines follow, but I am happy to discuss alternative ideas, as well.

- An assignment design should minimally include a detailed description, goals/objectives, associated readings or other preparation that would be required, instructions and requirements, and plans for how it would be assessed.
- A class session design should minimally include readings, goals/objectives, an outline, detailed description of activities, plans for assessment (how would you know what students took from it?), and format specifications (online, face-to-face, or combination).
- All syllabus enhancements should specify the level (undergraduate/masters/PhD) and audience, involve student-centered strategies, include experiences where students *do* and *observe*, individual reflection (thinking) and group reflection (talking), and dialogue.

This assignment will be submitted to BB in Week 12.

POLICIES & PROCEDURES

Inclusiveness and equity¹

Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course *and* for the sake of your students' learning. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Alyse Hachey, 915-747-7573 or ahachey@utep.edu and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

Submission of written assignments

All written assignments will be submitted via Blackboard as attachments. Points will be deducted from late assignments. Please include your last name in the file name.

Academic citations

Please provide proper in-text AND bibliographic citations whenever referencing others' work in ALL your written assignments. Please use APA style for these citations. See the "APA Help" section on BB or the following links:

IN-TEXT: <http://owl.english.purdue.edu/owl/resource/560/02/>

BIBLIOGRAPHIC: <http://owl.english.purdue.edu/owl/resource/560/05/> (This page begins the section on how to format your citations in the reference list. You will need to read this page and those following to review formatting for bibliographic references to journal articles, books, and other sources.)

Electronic devices in class

Please silence all electronic devices and do not use them unless it is to access a course reading. Please make it clear to me and your classmates that your undivided attention is on the people and interaction in class and not on a screen.

¹ Credit for these thoughtful words goes to Dr. Katherine Mortimer. And thanks to her for her generous permission to use these words here.

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.

GRADING SUMMARIES

For masters students

Assignment	Points	% of grade
Participation and attendance	36	25%
Reading response assignments (10 @ 3pts each)	30	20%
Professional development workshop	30	20%
Mutimodal project	50	35%
Total points	146	100%

For doctoral students

Assignment	Points	% of grade
Participation and attendance	36	22%
Reading response assignments (10 @ 3pts each)	30	18%
Syllabus enhancement assignment	30	18%
Multimodal project	50	30%
Coloquios (2 @ 10 pts each)	20	12%
Total points	166	100%

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

****Syllabus subject to change****