

ENGL 3349: Multimodal and Hybrid Forms in ELA (CRN 26104)

Spring 2021

Class Schedule: T/R 1:30-2:50

Online only

Dr. Brad Jacobson

Office hours: R 12:30-2:30

Email: bjacobson@utep.edu

Accommodations for Disabilities: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. Please inform me about specific accommodation needs at the start of the course.

Students without documented disabilities who may need specific accommodations should contact me to set up a conference to discuss specific needs.

Basic Needs Policy

Your health, safety, and well-being are more important than anything going on in class. Feel free to reach out to me if you need to talk. Any student who faces challenges securing their food or housing or personal safety is urged to contact the Dean of Students for support. Please also notify me if you are comfortable doing so. This will enable me to provide any resources I can.

Dean of Students: <https://www.utep.edu/student-affairs/dean-of-students-office/>

Course Description

In this CEL* course, we will examine current theory in multiple literacies and multimodality related to English Education. Participants will examine their own experiences and beliefs, the challenges associated with technology integration, and develop ideas for fostering student skills/learning in digital, auidial, visual, and textual modes.

Our work is grounded in core principles of the National Writing Project (www.nwp.org), a research-based and teacher-centered network dedicated to the teaching of writing. These principles include:

- The best teachers of writing are writers themselves
- Teachers provide the best instruction for other teachers
- Anyone, no matter their ability level, can improve their writing in a supportive context with other practicing writing
- Teachers, students, and communities benefit when teachers form networks with other teachers and draw on collective experience

This course therefore immerses emerging teachers in the theory and practice of teaching English Language Arts by grounding the course in experience: be prepared to write extensively, invest deeply in the writing of El Paso high school students in our partner classroom, and use

these experiences as a starting point for questioning, extending, and applying scholarship from leading thinkers on literacy and writing pedagogy.

***Community Engagement & Leadership (CEL) Designation**

The “CEL” designation is part of a new certificate program in the College of Liberal Arts (full details to be provided in class). The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Please also note that course assignments and assessments are developed in line with UTEP’s “Edge Advantages” goals.

Throughout the syllabus I have identified specific CEL tasks and assignments, but you will find that CEL is integrated throughout the course. You should expect to contribute at least 20 hours to our school partnership through online interactions. This engagement will be implemented through our class assignments and activities so it will not feel like 20 *extra* hours. If and when we are able to meet synchronously with our school partners, there will be an asynchronous option for any student unable to attend. Because this engagement will be integral to your digital product, blog posts, and peer assessments, approximately 50% of your final grade will be CEL-related.

Learning Goals (and EDGE Advantages)

This class will challenge you to:

- Define, examine, and utilize different discourse modes (aural, visual, spatial, verbal, & linguistic) in a range of texts with attention to rhetorical context (*EDGE: Communication; Critical Thinking; Confidence*)
- Develop your own identity, practices, and passions as a writer, as the best teachers of writing are writers themselves (*EDGE Advantages: Confidence; Communication*)
- Identify multimodal and genre-based approaches you might bring to your teaching (*EDGE Advantages: Confidence; Communication; Critical Thinking*)
- Synthesize current scholarship with your experience writing and working with high school students (*EDGE: Leadership; Critical Thinking; Problem Solving; Teamwork; Social Responsibility*)

You will have ample opportunity to engage with these TExES standards:

- Understand the differences and applications of multiliteracies and multimodalities. (TExES DIV.011) (*EDGE: Critical Thinking; Confidence; Communication*)
- Examine practices and prejudices in relation to literacy. (TExES DIV.011) (*EDGE: Critical Thinking; Problem Solving; Social Responsibility*)
- Create/revise lessons to include multiple modalities. (TExES DIV.011) (*EDGE: Critical Thinking; Confidence; Problem Solving*)
- Analyze current theory in the field. (TExES DIV.011) (*EDGE: Confidence; Critical Thinking*)

Course Materials

Required Texts

Hicks, Troy. *Crafting Digital Writing*. Heinemann, 2013.

Additional Required Materials

- UTEP email account and computing account
- An active [Microsoft OneDrive](#) account (using your UTEP login you can access from [MyUTEP](#))
- A blog on EduBlogs: <https://edublogs.org/?join-invite-code=7970908-spring3349>
- A PDF reader that allows annotation: free tools include [Preview \(Mac\)](#), [Adobe Reader](#), [Mendeley](#). OR \$10-20 for printing course readings
- I highly encourage you to sign up for [Blackboard notifications](#) so you can be sure to receive announcements via text message or email

Technology



To engage in this remote course, you'll need the following 3 things:

- a computer or mobile device with [access to high speed internet](#)
- a built in or external [camera](#) for your computer/device
- a built in or external [microphone](#) for your computer/device

Note: Firefox and Chrome are the browsers of choice for Blackboard. If you hit a glitch, the solution may be to switch to another browser. As with all technology, it's impossible to predict all of the various set-ups that you (or your future students) may have.

Professional Resources:

- National Council of Teachers of English: <http://www.ncte.org>
- National Writing Project: <http://www.nwp.org>.
- Modern Language Association: <http://www.mla.org>
- Rethinking Schools: <http://www.rethinkingschools.org>
- Digital Writing, Digital Teaching (Troy Hicks): <https://hickstro.org/>
- Connected Learning Alliance: <https://clalliance.org>
- The Current (Educator Innovator): <https://thecurrent.educatorinnovator.org/>

- Links to teaching resources can be found on our course blog:
<https://multimodalspring21.edublogs.org/>

Major Components of the Course

Working with Student Writers

We will be partnering with a 9th grade English Language Arts course at [Young Women's STEAM Research & Preparatory Academy](#) (YWA) in EPISD. YWA is a “New Tech” school, which means teaching and learning is often mediated by digital technology and much of the student work (even in non-pandemic times) is explicitly multimodal and/or digital.

This partnership is designed to offer you a chance to interact with a range of “real” high school students and an award-winning teacher and UTEP alum. You will be working with the STEAM Academy students online using the same digital tools we use for class (OneDrive, FlipGrid, etc.). You will read and write with high school students and offer feedback on their writing. You will reflect frequently on this partnership and will be expected to write in order to prepare for our online discussions and meetings. Hopefully we'll be able to find a few opportunities for synchronous remote meeting with our partner students.

Writing Group: Exploring the Writing You Want to Teach

Given that the best teachers of writing are writers themselves, you will have opportunities to experiment with writing in a range of genres and modalities to help you explore which kinds of writing you are most energized to teach. You will meet regularly in writing groups to share and respond to colleagues' writing.

Reading Group: Advancing and Applying Knowledge

Course readings cover pressing issues and diverse assignments in writing pedagogy, and they are designed to have clear applications to the 6-12th grade classroom. You will post weekly responses on Blackboard addressing the readings, and you will be expected to respond to your group discussions on a regular basis.

Major Course Activities

Podcast: You will create a podcast addressing a theme or topic of interest in the teaching of English Language Arts. This assignment is an opportunity to explore something that interests you about your future profession while developing your digital writing skills and reflecting upon the use of multimodal tools in the ELA classroom. You'll have opportunities to give and receive feedback throughout the development of this project. For more information, see <http://bit.ly/Podcast3349>

Reading Responses: You will post weekly responses to Blackboard addressing our course readings, and you will be expected to respond to your group discussions on a regular basis.

Digital “Play”: There will be other, short assignments required of you throughout the semester that encourage you to engage with different modalities. These short, exploratory tasks will be posted to your blog.

Grading and Assessment

"If we believe that we are *teaching* writing instead of *assigning* writing, then we must focus on the progress students make from draft to draft rather than focus on the final product."

—Linda Christensen, *Teaching for Joy and Justice*, p. 132

Your work in English 3349 will likely be graded differently than in many of your other courses. In my teaching I use a form of assessment called “contract grading.” The goal of contract grading is to place the focus on your labor (your time and effort) rather than on a subjective measure of quality. Like Linda Christensen, I believe I am *teaching* writing and teachers of writing. I want to reward your progress, learning, and willingness to *grow* as a writer and teacher rather than whether or not you meet a certain preconceived standard. In practice, this means you will not receive traditional grades (92, B, etc.) on individual tasks. Instead, I will tell you if you have “met” the expectations of the task or if you have “not yet” met those expectations. At the end of the course, you will assess your overall efforts, using the chart you see below as a guideline. Please note: All major assignments must be completed and submitted to receive a passing grade for this course.

By taking conventional grades out of the day-to-day activities of the class, I hope you will have the freedom to take risks and work hard, and to try something new even if you’re not sure if it will work. And since I won’t attach a numerical grade to any individual project based on its quality (even though I will give you plenty of feedback), this allows you the chance to rely more authentically on your colleagues and on your own assessment and revision advice. You’ll have the opportunity to listen carefully to different judgments and ideas, assess those judgments for your work and its purposes, express why one idea is more workable and better than others, and most importantly, make informed, careful decisions that you can explain to others. In short, you have opportunity in this class to fail *productively*. Good, deep, important learning often happens because of risking failure, so it’s really not failure at all. Many entrepreneurs claim that failure is necessary for success and world-class surgeons schedule [meetings to discuss and analyze what goes wrong in their practice](#). In our class, failure (in the typical schooling “F” sense) really only happens when you do not do the work, or when you do not engage with the processes of the work in the ways that are expected of you.

Even though you will not receive numerical grades from me, always know that I will read everything and shape our classroom activities and discussions around your work. I will offer lots of feedback, but sometimes I may not comment directly on your work, except in class when we use it or discuss it. I want you not only to rely on your colleagues and yourself for assessment and revision advice, but to build strategies of self-assessment that function apart from a teacher’s approval.

Disclaimer: If you're interested in doing the least amount of work to get the highest possible grade, I'm sorry to say this is not going to be the class for you. You'll probably get frustrated, and you may even think the class is unfair. But if you want to learn and improve yourself as a writer, reader, and teacher, and you are willing to accept the idea that your hard work will be rewarded and not the perceived quality of your work (although we will discuss the importance of *quality*), then stay and grow and learn with us.

	A range	B range	C range	F range
Attendance*	Attends every class but 1	Misses 2-3 classes	Misses 4-6 classes	Misses 7 or more
Writing Groups	Brings drafts and provides feedback in <i>all</i> workshop sessions (during and out-of-class) that meets all guidelines	Brings drafts and provides feedback in all workshop sessions but 1 or 2, generally meeting guidelines	Inconsistent attendance, drafting or feedback in writing groups, but still contributing; may or may not be meeting feedback guidelines	Not contributing to writing group due to patterns of attendance, drafting, and/or feedback
Blog	Completes all assigned blog posts on time and meeting guidelines; Exceeds expectations by meeting “aspirational” goals	Completes all assigned blog posts, most are on time and meeting guidelines	Completes all assigned dialogue tasks, but a few may be late or not meet all guidelines	Most dialogue tasks are not completed or do not meet the guidelines
Reading Group contributions Group members will have opportunity to provide feedback	Active contributor to reading group discussions online and during classes, meeting and <i>exceeding</i> the guidelines.	Active contributor to reading group discussions online and during class sessions, meeting most guidelines.	Inconsistent contributor to reading group discussions online and/or during class sessions, meeting some guidelines.	Not contributing to reading group discussions due to lack of activity or not meeting guidelines
Student Writing Partnership (YWA)	Active contributor in YWA partnership, including timely responses and FlipGrid posts. Meets all guidelines.	Dependable contributor with all responses and FlipGrid posts. Meets most guidelines.	Patterns of incompleteness or lateness in responses and posts. May not meet guidelines.	Responses and posts are not completed and/or do not meet the guidelines
Podcast	Completes the podcast and meets “aspirational” goals	Completes the podcast and meets guidelines	Completes the podcast but does not meet all guidelines	Does not complete the podcast
<p><i>In general, meeting each criterion but three in a category will go to the majority category. For example, if you have 4 in the “B” range and 2 in “A”, your grade should be a B, and vice versa. If your assessment is split across three grade categories (A-B-C, for example), your final grade should likely be in the middle. If your assessment is split 3-3, determination will be made in consultation with Brad</i></p>				

Course Policies

Attendance

Attendance and participation are necessary for this course. As we will discuss, writing is a social act and writers develop by practicing with and for others. To this end, we will be reading, writing, and workshopping during class time, and it is essential that you are there to learn with and support your colleagues. As defined in the grading contract chart above, incurring absences, regardless of the reason, will negatively affect your grade, and **more than 6 absences** will result in failure of the course. Consistent with [university policy](#), *there are no excused absences other than for university-recognized activities or religious holy days.*

What does attendance mean in this course? Because of our unique circumstances, we may need to think about attendance differently. We will not be meeting together synchronously (live at our scheduled time) for every class session. And given our situation, it's understandable if you are not able to make it during that time *every* time. So how can we make this equitable?

Here's a beginning idea:

Synchronous Meetings: We will meet synchronously (via Zoom) **each Tuesday** of the course during our scheduled class time (1:30-2:50 pm). You may be expected to attend other live, remote meetings on Thursdays or another scheduled time with your writing group. All full-class live meetings will be recorded and posted to Blackboard.

- If you miss one of these synchronous meetings, you will be expected to watch the video, take notes, and contribute to our class discussion by posting notes from class to our course blog. In order to “make up” your absence, you should plan to post these notes as soon as possible, ideally *before* the next class you are able to attend. ([click here for more](#))
- Unfortunately, there may not be a way to make up for missing live meetings with your writing group or with our high school partners. If you know you cannot make a meeting, *it is important to contact Brad ahead of time to discuss your options.*

Asynchronous Meetings: Most weeks you will have an asynchronous lesson that will include some combination of viewing, reading, writing, and/or discussing. All of the asynchronous activities should be completed by 5 pm on Friday to account for any digital interaction and to allow you time to shift to preparing for the next Tuesday's class. Completing these tasks on time will count as attendance and participation for that day. I will do my best to post these lessons by mid-day Wednesday to allow you as much flexibility as possible.

- You should expect to spend approximately 90-120 minutes on your asynchronous lesson, so please do plan accordingly. This will usually include a brief reading, listening, or viewing task (which would have typically been “homework” if we were face-to-face) and then a few hands-on activities.
- If you miss an asynchronous class deadline, you are always welcome to complete it late. We will discuss as a class how many late completions will equal an absence.

Assignment Expectations

All out of class assignments must be typed unless otherwise stipulated. Work is considered late if it is posted or submitted after the deadline. You should keep a copy of all assignments, class notes, and handouts in an organized notebook and/or digital file; we'll discuss using [Microsoft OneDrive](#) for this purpose.

Assigned writing tasks are due at the beginning of class, unless otherwise noted. If you miss a class (or an assignment instruction due to tardiness) you are still responsible to submit any assignments and for getting the missing information/handouts from the Blackboard page or another student in class.

Academic Integrity

At this point in your academic careers, you are all likely familiar with the expectations for academic integrity. You can find the university policy here: <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

I am aware that teachers often gain ideas from other teachers. Generosity, sharing, and reflective practice are part of the ethos of the profession. At the same time, it is our obligation to give due credit to others when they influence our ideas. I will do so explicitly in our class discussions and in class materials, and I expect you will do the same. When you borrow ideas or materials from others, from the web, or from library databases (as you should!), it is your responsibility to give appropriate credit to the original creator. This is important for you as a scholar *and* as a teacher; this is one of many ways we can model attribution for our students.

Course Cadence

Nothing about this semester is normal, including the typical language we use to describe school. For example, all of our learning will be done at home, so “*homework*” has little or no meaning. During both our synchronous and asynchronous meetings, you can expect me to use the following terminology to describe our course tasks:

- **Prepare:** This is the work you will be expected to perform before a class session, the *homework*, if you will. To be prepared to participate during class, it is expected that you will fully engage with the course texts and tasks *before* each class meeting. Our class sessions (synchronous and asynchronous) will involve more activities and discussion than lectures, so you will need to be ready. If you choose to read digitally, I will expect you to use notetaking software (i.e., Mendeley, Adobe Reader, Mac Preview, etc.) in order to interact with the texts.
- **Explore:** The "Explore" activities will be the learning content relevant to each daily topic. This content will be shared through a variety of modes and media.
- **Action:** The "Action" activities are designed to deepen your understanding of the content through various experiences.

Food for Thought. Interspersed throughout the course content, I will pose open ended questions simply to encourage your thinking or reflection about teaching or learning that is explicitly modeled in this course. These are not required, just some built-in thinking or writing breaks for your own reflective learning. Here's an example:

Food for Thought: *How do you think consistent, class-specific terminology might help students to be more confident and productive in a class environment?*

A Typical Week

A typical week for this course might look something like this:

Tuesday (Synchronous)

- Preparation: **Read** from x text and **watch** x video and **post to your blog**. Spend 30 minutes working on your **podcast**. Make a brief **post** for our high school partners.
- *Synchronous* class session: We'll discuss the reading and try some hands-on activities. We'll spend some time reading and/or writing together

Thursday (Asynchronous – Due 5 pm on Friday)

- Explore: Watch x video or read x text and follow along with all directions (~30 min)
- Action: Spend time reading/writing/responding/participating in asynchronous activities (~60 min)

Syllabus Statement Regarding COVID-19 Precautions

If you need to come to campus for any reason, please keep the following in mind. First, wear face coverings when in common areas of campus or when others are present.

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

Course Schedule and Readings

I will post announcements on Bb and discuss in class when I make any changes to the schedule.

Week 1 (Jan 18-23)	Topic/Readings/Assignments
T Jan 19	Introductions to the course and each other
Asynchronous (due F Jan 23)	<u>Post</u> FlipGrid introduction to YWA partners <u>Read</u> Christensen, Section 7 and watch Dweck " How to Help Every Child Fulfill Their Potential " and <u>post</u> response to padlet <u>Create</u> your blog and an "About me" page
Week 2 (Jan 25-29)	Topic/Readings/Assignments
T Jan 26	Hicks intro; " Multiliteracies " (Bb); Connected learning (Bb); " Technology is Everything to Kids Our Age " (Bb) <u>Post</u> your first reading response (RR#1) to your BB reading group In class: We'll discuss "digital writing" and the idea of multiliteracies
Asynchronous (due F Jan 29)	We'll read excerpts from Hicks Ch 2 and review Ms. Guerrero's unit plan and do some "connected reading" Post to blog <u>Post</u> a hello on Teams!
Week 3 (Feb 1-5)	Topic/Readings/Assignments
T Feb 2	<u>Read</u> and respond to articles from YWA collab (links will be provided); "What the Canon Means Now" (link) and "Our Students are Ready, Are You?" (link); (LISTEN TO A PODCAST) <u>Post</u> RR#2 (BB) In class: Discuss issues in ELA instruction and upcoming YWA meeting

F Feb 5, 9-10:30 am	Synchronous meeting with YWA partners! (Zoom link will be posted to Bb)
Week 4 (Feb 8-12)	Topic/Readings/Assignments
T Feb 9	<p><u>Read</u> from “Connected Reading” (TBD) and “Connected Learning” (TBD)</p> <p><u>Post</u> RR #3</p> <p>In class: We’ll reflect on our YWA meeting and what it means to create a “connected” classroom</p>
Asynchronous (due F Feb 12)	Playing with audio texts
Week 5 (Feb 15-19)	Topic/Readings/Assignments
T Feb 16	<p><u>Read</u> from Hicks (TBD) and listen to podcasts (TBD)</p> <p>In class: We’ll discuss different types of podcasts and begin working on our infographics</p>
Asynchronous (due F Feb 19)	Dissecting podcasts
Week 6 (Feb 22-26)	Topic/Readings/Assignments
T Feb 23	<p><u>Read</u>: “The collaborative listener” (BB) and <u>listen</u> to podcast excerpts</p> <p><u>Post</u>: RR#4</p> <p>In class: We’ll practice interviewing strategies and start writing interview questions for our guests</p>
F Feb 26 from 9-10:30 am	SYNCHRONOUS MEETING WITH YWA STUDENTS
Week 7 (Mar 1-5)	Topic/Readings/Assignments

T Mar 2	<u>Read</u> : TBD and <u>listen</u> to podcast excerpts In class: We'll discuss podcast strategies and begin collaborating on a rubric
Asynchronous (due F Mar 5)	*Proposal Due*
Week 8 (Mar 8-12)	Topic/Readings/Assignments
T Mar 9	Conferences with Brad
Asynchronous (due F Mar 12)	
Mar 15-19	Spring Break – No Class Meetings
Week 9 (Mar 22-26)	Topic/Readings/Assignments
T Mar 23	<u>Read</u> : TBD <u>Post</u> : RR#5 We'll discuss feedback and the YWA drafts
Asynchronous (due F Mar 26)	Opportunity to give feedback to YWA and reflect on our own projects
	Friday, Mar 26– Deadline to withdraw from course
Week 10 (Mar 29-Apr2)	Topic/Readings/Assignments
T Mar 30	<u>Read</u> : Do some research into your topic; be ready to share why your research is credible <u>Post</u> : RR#6 and Update to your writing group. In class: We'll discuss media literacy and our ongoing projects
Asynchronous (due F Apr 2)	<u>Read</u> : Baker "Visual Literacy" and post a photo essay to your blog <i>related to</i> your podcast topic
Week 11 (Apr 5-9)	Topic/Readings/Assignments
T Apr 6	<u>Read</u> : Visual Literacy TBD <u>Post</u> : RR #7 In class: We'll practice visual analysis

Asynchronous (due F Apr 9)	Podcast work
Week 12 (Apr 12-16)	Topic/Readings/Assignments
T Apr 13	<u>Read</u> Sample rhetorical reflections TBD In class: We'll discuss the rhetorical reflections, podcast introductions, and next steps
Asynchronous (due F Apr 16)	<u>Read</u> from Hicks (TBD - webtexts) We'll discuss "aspirational" goals for our blog posts
Week 13 (Apr 19-23)	Topic/Readings/Assignments
T Apr 20	<u>Post</u> : Working draft of podcast to Writing Group folder (Teams) In class: We'll talk about feedback strategies and put a few drafts in the "fishbowl"
Asynchronous (due F Apr 23)	Out of class writing group meetings about podcasts and feedback
Week 14 (Apr 26-30)	Topic/Readings/Assignments
T Apr 27	<u>Write</u> : Feedback reflection and revision plan In class: TBD
Asynchronous (due F Apr 30)	Time to revise your podcast and finish drafting your rhetorical reflection
Week 15 (May 3-7)	Topic/Readings/Assignments
T May 4 *last day of class*	Work on final self-assessment Podcast and rhetorical reflection due In class: We'll listen to podcasts and celebrate the semester
R May 6	Work on final self-assessment

FINAL

**Final Reflection and Self-Assessment due Monday, May 10
@ noon
Final meeting with Brad by Friday, May 16 (schedule will
be posted)**