

# ENG 5900

## Digital Literacies



### Course Information

Location: Online (Blackboard)

Days: Mondays & Thursdays

Dates: Oct. 15 – Dec. 8, 2018

## Dr. Ryan P. Shepherd



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Office: Lindley Hall 212

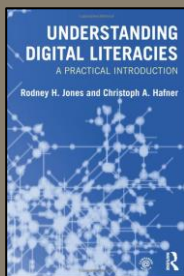
Phone: (740) 593-2803

Office Mondays & Wednesdays

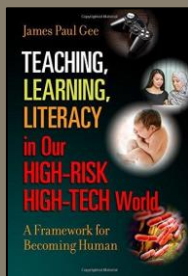
Hours: 12:15-1:15 & 3-3:30 PM

Cell: (602) 369-6496

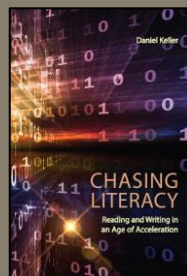
### Textbooks



*Understanding Digital Literacies*  
By Rodney H. Jones & Christoph A. Hafner



*Teaching, Learning, Literacy in Our High-Risk High-Tech World*  
By James Paul Gee



*Chasing Literacy*  
By Daniel Keller

### Course Description

ENG 5900 focuses on digital literacies—reading, writing, and making meaning in digital, primarily online, spaces. This is a graduate-level course designed for the MAE online degree program. We will be focusing on understanding theories of digital literacies and applying them to classroom practice. The primary purpose of this course is to encourage students to reflect on and expand the ways that both teachers and students make meaning in digital environments.

### Course Outcomes

By the end of this course, students will have:

- Created theories of digital practice through weekly discussion, critique, and application to pedagogy.
- Explored and analyzed multiple digital spaces, including social media and Wikipedia.
- Critiqued a digital space in depth in the Space Critique.
- Applied digital literacy theories to their own teaching contexts in the Digital Pedagogy Project.
- Reflected on and justified the uses of digital literacies in their classrooms in the Digital Pedagogy Project.
- Produced multimodal texts in both the Space Critique and Digital Pedagogy Project.

## Course Readings

Assigned readings will come from the class textbooks or will be provided as PDFs in Blackboard. Please read all readings carefully and post an in-depth response. Replying to your peers' responses is encouraged.



## Major Projects

### Space Critique



For the Space Critique, you will choose a digital space that you regularly use or would like to learn more about. Based on what we have read, you will critique the space, including an exploration of modes of communication, affordances and constraints of the space, discourse systems used, social structure, and collaboration. Your Space Critique should be multimodal, including links, images, audio, and/or video in addition to alphabetic text.

### Digital Pedagogy Project



For the Digital Pedagogy Project, you'll choose a single assignment that you currently do with your students or one that you would like to do. This assignment will be the basis for the project. You will explain the context in which the assignment takes place (both institutionally and within the course in which you use it), the desired outcomes of the assignment, and how the assignment has been done previously. Then, you will present a new version of the assignment that incorporates lessons from this class, including (but not limited to) ideas regarding multimodality, critical literacies, and/or affinity spaces. For the new version of the assignment, you should provide an assignment explanation for students (including grading criteria), a reflection on how this assignment meets desired outcomes, and a sample of the assignment completed by you. You are encouraged to also include additional materials, such as reading lists, videos used, handouts given to students, and so on. You will provide both an extended version of the project for me, and a summary for your peers to view. The summary should be multimodal and may take the form of a video, website, or Prezi. The extended version should be a traditional paper, but you are encouraged to include links to other documents and embedded media (images, video, or sound).

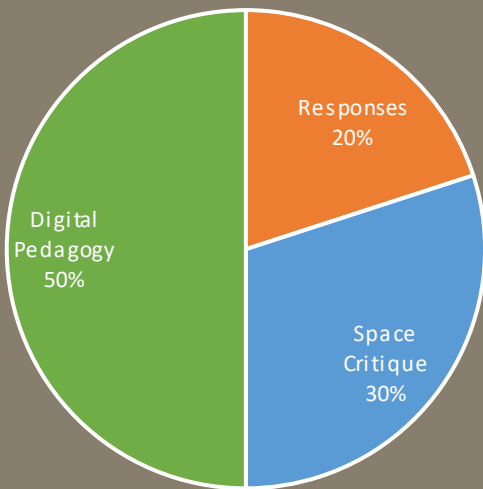
## Responses



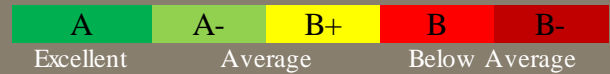
In addition to major projects, you'll also have short written responses to readings, activities, and your peers' work. These responses should be roughly 300 words. Details for individual responses are available in the folders for the weeks in which they're assigned.

## Grading

Your final grade will be broken down into the following percentages:



## Grading Scale



- A** Outstanding: Expectations exceeded for all class assignments.
- A-** Good: Expectations met for all class assignments.
- B+** Acceptable: Expectations met with minor problems.
- B** Borderline: Expectations met with several minor problems.
- B-** Unacceptable: One or more assignments did not meet expectations for graduate work

## Participation & Class Environment

Please do your best to encourage open dialog and civil discussion. Keep up with class material and engage with topics both inside and outside of class time.

### Participation

You are expected to engage actively in class discussion. Please be civil to other members of the class, and actively keep dialog open. If you cannot remain civil, your posts will be deleted, and you will not receive credit for them.

### Late Assignments

Late response assignments will not be accepted. Late major projects will only be accepted with prior approval. Except in extreme cases, late major projects will lose 10% per day until they are turned in.