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Course Syllabus

Syllabus Walkthrough

ENG 5900 02 Syllabus

Professor Information

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Course Description and Outcomes

ENG 5900 focuses on digital literacies--reading, writing, and making meaning in digital and primarily online spaces. As a graduate-level course designed for the MAE online degree program, we will be focusing on basic understanding of digital literacies, theories about digital literacies, and application of digital literacies 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. By the end of this course, students will have:

- Created theories of digital literacy practice through weekly discussion, critiquing digital spaces, and applying practices to classroom pedagogy.
- Explored and analyzed multiple digital literacy spaces including a minimum of one social media space for analysis and Wikipedia as a content creator.

- Critiqued one digital literacy space in depth through an application of digital literacy theories, such as multimodality, affordances/constraints, strong/weak ties, Discourse, and collaboration.
- Applied digital literacy theories to their own teaching contexts, including creating classroom materials that incorporate digital literacies in the Final Project.
- Reflected on and justified the uses of digital literacies in their classrooms through reflection in the Final Project.
- Produced multimodal texts to convey meaning to an audience in both the Space Critique and Final Project.

Required Texts

1. Understanding Digital Literacies by Rodney H. Jones and Christoph A. Hafner
2. Language and Learning in the Digital Age by James Paul Gee and Elisabeth Hayes

You are encouraged to get used or digital copies. Please feel free to share copies if you'd like.

All other readings will are provided in the "Materials" folder to the left.

Major Projects

For this course you will have two major projects due:

- Space Critique (20%): For this assignment, I'll ask you to choose a digital space that you regularly use or would like to learn more about. Based on what we will have read in class to that point, I'd like you to critique the space, including an exploration of modes of communication, affordances and constraints of the space, discourse systems used, social structure, and collaboration. Your critique will be provided to me in Google Drive and should include images, links, audio and/or video in addition to alphabetic text. The project must be a minimum of 1500 words.
- Final Project (60%): For this assignment, I'll ask you to choose a single assignment that you currently do with your students or one you plan to do. You should explain the context in which the assignment takes place (both institutionally and within the specific course), the desired outcomes of the assignment, and how the assignment has been traditionally done (by you or others). 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 passionate affinity spaces. For the new version of the assignment, I'd like to see an assignment explanation for the students (including grading), a reflection on how this assignment meets the desired outcomes, and a sample of the assignment done by you. You are encouraged to provide other materials (such as readings, videos, etc.) if applicable. You will provide a portfolio (40%) including all of these materials through Google Drive. You will also provide a short "presentation" (20%) for your peers of the new assignment. Presentations should be no more than five minutes. Possible presentations could include: A short video, a Prezi, a PowerPoint with voiceover, an audio podcast, etc. Please remember that the presentations will need to be digital so that your peers can see them online.

Participation

The remaining 20% of your grade will fall into the "Participation" category. This includes discussions of readings and other topics, drafts of the major projects, and responses to your peers. When participating in discussions and responses to peers, please provide *both* initial posts and responses to other people's posts. I strongly encourage dialog--not only with me, but also with your peers.

Grading

Your final grade will be based on the following:

- **Final Project:** 60% of final grade
  - **Portfolio:** 40% of final grade
  - **Presentation:** 20% of final grade
- **Space Critique:** 20% of final grade
- **Participation:** 20% of final grade. Participation is different from the other grades in that you receive a cumulative score from point values of numerous assignments, including discussions, drafts, and peer responses. Your participation grade is a total of 2000 points, which are divided into the following categories:
  - 9 "Discussion" posts, including a response to your peers (50 points each)
  - 3 special discussion posts: "Introduce Yourself," "Questions!," and "Trying a New SNS" (50 points each)
  - 2 first drafts: one for the Space Critique, and one for the Final Project (500 points each)
  - 2 peer reviews: one for the Space Critique, and one for the Final Project (200 points each)

Grades will fall into these categories:

- A   Outstanding graduate work; expectations exceeded for all assignments
- A-   Solid graduate work; expectations met for all assignments
- B+   Acceptable graduate work; expectations met with minor problems
- B   Minimum expectations for the course
- B-   Unacceptable graduate work; one or more assignments did not meet expectations

Late Work

Late work will not be accepted without prior approval.

Academic Integrity and Plagiarism

Please note that all materials presented in this class as your work must be created entirely by you. This includes teaching materials and multimedia content. Outside work that is presented as your own without proper citation or credit will result in failure of that assignment. Work that you have permission to use through fair use, creative commons, or ethical citation practices must be credited properly. If you are unsure whether or not something can be used in the class, please talk to me about it in advance.

Students with Disabilities

If you have a disability that requires accommodation for this course, please get in touch with me as early as possible. Please provide documentation of the disability from the Office of Equal Opportunity and Accessibility. I'm happy to provide equal access to you and will work to provide a productive learning environment.

Course Schedule

- Week 1: An Introduction to Digital Literacies
  - Due for Tuesday, March 6
    - Read "Start Here" and "Syllabus"
    - Post in "Introduce Yourself" and "Questions!"
    - Purchase books and begin reading *Understanding Digital Literacies*
  - Due for Friday, March 9
    - Read *Understanding Digital Literacies* chapters 1-7
    - Participate in Week 1 Discussions, particularly focusing on:
      - Mediation
      - Affordances and Constraints
      - The Filter Bubble
      - Remix
      - Multimodality
      - Media Richness
      - Multitasking
      - Critical Literacies
- Week 2: Digital Literacies and Multimodality
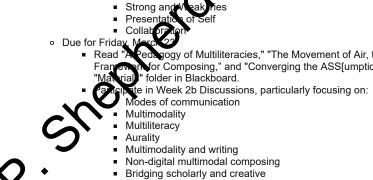 - Due for Tuesday, March 20
    - Read *Understanding Digital Literacies* chapters 8-12 and Afterward
    - Participate in Week 2a Discussions, particularly focusing on:
      - Discourse Systems
      - Video games and Identity
      - Social Network Sites
      - Strong and Weak Ties
      - Presentation of Self
      - Collaboration
  - Due for Friday, March 23
    - Read "A Pedagogy of Multiliteracies," "The Movement of Air, the Breath of Meaning," "A Multimodal Task-Based Framework for Composing," and "Converging the ASS[umptions] between U and ME," all available in the "Materials" folder in Blackboard.
    - Participate in Week 2b Discussions, particularly focusing on:
      - Modes of communication
      - Multimodality
      - Multiliteracy
      - Aurality
      - Multimodality and writing
      - Non-digital multimodal composing
      - Bridging scholarly and creative
      - Breaking binaries in English studies
- Week 3: Social Media
  - Due for Tuesday, March 27
    - Read "Why Youth (Heart) Social Network Sites" and "Sociality through Social Network Sites," all available in the "Materials" folder in Blackboard.
    - Check out at least one SNS new to you and write response.
    - Participate in Week 3a Discussions, particularly focusing on:
      - Social Network Sites Definitions
      - Strong and Weak Ties
      - New Media vs. Social Media vs. Social Network Sites
  - Due for Friday, March 30
    - Read "Teaching with Wikis" and Wikipedia tutorial
    - Edit at least one Wikipedia page.
    - Participate in Week 3b Discussions, particularly focusing on:
      - Wikis
      - Collaboration
      - Editing

- - - Introduction to Space Critique
  - Week 4: Application and Exploration
    - Due for Tuesday, April 3
      - Space Critique
      - Response to Space Critique
    - Due for Friday, April 6
      - Space Critique Final
  - Week 5: Digital Literacies and Learning 1
    - Due for Tuesday, April 10
      - Read *Language and Learning in the Digital Age* chapters 1-7
      - Participate in Week 5a Discussions, particularly focusing on:
        - Language
        - Literacy
        - Interaction
        - Interpretation
    - Due for Friday, April 13
      - Read *Language and Learning in the Digital Age* chapters 8-14
      - Participate in Week 5b Discussions, particularly focusing on:
        - School
        - Passionate affinity spaces
        - Theory crafting
        - Expertise
        - The new capitalism
        - Multitasking
  - Week 6: Digital Literacies and Learning 2
    - Due for Tuesday, April 17
      - Read "Living and Learning with New Media," available in the "Materials" folder in Blackboard.
      - Participate in Week 6a Discussions, particularly focusing on:
        - Hanging out
        - Messing around
        - Geeking out
        - Relationship of the three
    - Due for April 20
      - Final Project Set Up
      - Participate in Week 6b Discussions, particularly focusing on:
        - Contexts
        - Objectives
        - Outcomes
  - Week 7: Classroom Application
    - Due for Tuesday, April 24
      - Final Project Draft
      - Draft Responses
    - Due for Friday, April 27
      - Final Projects and Presentations

Questions!

Please take a moment to ask any and all questions you may have about the class! Please ask at least one question--no questions are out of bounds! You can ask about class assignments, readings, Blackboard, Google Drive, me/my teaching, or anything.