

Digital Literacies (E)

15:252:522

3 Credits

Summer 2016

 Online

Graduate School of Education, Rutgers, The State University of New Jersey

Dates: 31st May – 10th June 2016

Contact Information

Instructor: Cheryl McLean	cheryl.mclean@gse.rutgers.edu
Phone Number: 848-932-0801	10 Seminary Pl Rm 229 D
Office Hours: by appointment	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Learning Goals

1. To conceptualize a tacit understanding of digital environments by effectively connecting and integrating theory and practice.
1. To interrogate and critically reflect on their understanding of digital literacies.
2. To explore and operationalize such principles of design as spin, modal choice, remixing texts, convergence in digital environments, architectures of participation, and assessment substantive and aesthetic appeal of texts.
3. To compose their own multimodal composition.

Course catalogue description

This intensive two-week course on digital literacies provides participants with the opportunity to explore and interrogate what it means to compose, understand, and even assess multimodal texts. Participants will explore issues related to adolescent under-achievement and its connections with multimodal, digital, and vernacular texts and practices students engage with on a regular basis. The course (1) defines and frames terms and concepts inherent to digital literacies, and profiles contemporary studies in digital and multimodal literacies and what they can tell us about approaching teaching from a digital and multimodal perspective (2) addresses strands of digital and design literacies from spin to modal choice to remix and convergence to architectures of participation and social networks to design and production (3) probes each strand through hands-on activities that allow participants to use and think through the optic of each dimension of digital literacies, and (4) considers issues of assessments and ways of evaluating students from a digital and multimodal perspective.

Course materials:

Rowse, Jennifer (2013). *Working with Multimodality: Rethinking Literacy in a Digital Age*. New York: Routledge.

Note: Additional readings are available on **Sakai** course website

Grading and Assignments

Grading

Multimodal Lesson Plan & Reflection: **25 %**

Multimodal Composition & Presentation: **25%**

Daily Learning Activities/Tasks: **25%**

Participation/Attendance: **25%**

Grading Scale

A = 91-100

B+ = 87-90

B = 82-86

C+ = 77-81

C = 70-76

F = 69 and below (Failing work *includes* late and/or missed assignments)

Project 1: Multimodal Lesson Plan & Reflection (25%)

This project is a **multimodal lesson plan** with an accompanying **reflection/critique of the lesson**. Built on strands of digital and design literacies, I would like you to create a content area or co-curricular lesson plan that fosters digital literacy skills.

Lesson Plan: Please follow the GSE lesson plan format OR relevant plan from your school/district.

Reflection: The lesson plan Reflection will be **one page (400-500 words), single-spaced, 12 pt. font**. In the Reflection, you must demonstrate a critical understanding of the strengths and limitations of the lesson (expected outcomes, modifications, classroom management, timing and sequencing of lesson, and evaluation and assessment) in fostering digital literacies and cohering with design principles.

Due Date: The Multimodal Lesson Plan & Reflection are due on **June 2016**.

Project 2: Multimodal Composition Presentation (25%)

On the final day of class (**June**), you will participate in one synchronous meeting with all or some of your classmates (TBD) where you will present your original multimodal composition.

- (a) The composition must show evidence of **at least two strands**: e.g. spin; modal choice; design; remix; architectures of participation.
- (b) Each presentation must *demonstrate the product to the audience/viewer/reader, *discuss the intended goals of the product you designed, *address your composition processes, and *respond to peer-and-instructor feedback/Q&A.
- (c) Each presenter will have 15 minutes (10-minute presentation, and 5-minute Q&A with peers and instructor).

Presentation: You will have **10 minutes each** (strict adherence to timing) to present your digital/multimodal composition that you produced during the course. Then, you will have **5 minutes** for questions and answers.

Due Date: Multimodal Composition Presentation is due on **June 2016**.

Daily Learning Activities & Tasks (25%)

Coursework comprises a number of daily activities and tasks that each student is expected to complete by the assigned due dates and times. (See *General Outline* on syllabus, and *Resources* folder on Sakai for details.)

Participation/Attendance (25%)

A key component of coursework is contributing to online discussions, participation in activities, and helping classmates with feedback or any support. As a result, participation is clearly part of the grade for the course. All students are expected to be fully prepared to engage in all course tasks, and complete all assignments including: synchronous meetings, discussions, activities (individual and group), blogs, and wikis, and consultations with instructor via *GoToMeeting*. All work must be submitted on time. Absences, tardiness and failure to submit assignments will be penalized.

Disability Requirements: In accordance with Rutgers University policy, qualified students with disabilities will be reasonably accommodated. Please direct disability request(s) to instructor.

Academic Integrity: With reference to the Rutgers University Policy on Academic Integrity, please note the following:

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course.

<http://ctaar.rutgers.edu/integrity/policy.html#Integrity>

General Session Outline

DAY	TOPIC	READINGS	HOMEWORK <i>(Due next class)</i>	ASSIGNMENT
Day 1 Tuesday 31 st May	Multimodality and Digital Literacies	Rowse—Ch. 3 & 8		*Identity artifact presentation
Day 2 Wednesday 1 st June	Principles of Design	Rowse— <i>Intro</i> Sheridan & Rowse— Ch. 4 & 5 <i>Core Design Strands</i>	<i>Consultation appointments sign-up on Wiki</i>	*Artifact analysis
Day 3 Thursday 2 nd June	Popular culture & 21st Century Literacies	Rowse—Ch. 4 & 5	View Text Compositions	*Text composition
Day 4 Friday 3 rd June	Contexts of Communicative Practices	Rowse—Ch. 6 & 7	Field Trip	* Text review
Day 5 Monday 6 th June	Power and Politics of Social Networking	Rowse—Ch. 2 Rowse— <i>Facebook</i>	Research #2 Research #3	* Research #1 *Field Trip *Consultations
Day 6 Tuesday 7 th June	Designing Learning Spaces	Rowse—Ch. 1	<i>Multimodal Presentation sign-up on Wiki</i>	*Multimedia analysis: Respond to Research 1, 2 & 3
Day 7 Wednesday 8 th June	Teacher, Text & Context	Beane— <i>Assessing</i> Beane— <i>Digital Tools</i>		*Video Analysis
Day 8 Thursday 9 th June	Reconceptualizing Practice	McLean & Rowse— <i>Redesigning</i>		*Reflection
Day 9 Friday 10 th June	STUDENT PRESENTATIONS			PROJECT 2: Multimodal Presentation
Day 10 Monday 13 th June	PROJECT 2 SUBMISSION			PROJECT 1: Multimodal Lesson Plan & Reflection

