Faculty and Course Information

Instructor:
Dr. Ann M. Bennett, Assistant Professor of Reading Education
Department of Secondary & Middle Grades Education

Instructor Contact Information:
Office: Bagwell Education Building 348
Office Phone: 470.578.2249
Email: ann.bennett@kennesaw.edu

Class Location:
Bagwell Education Building 119

Class Meeting Times:
Wednesdays, 2:00 - 4:45 p.m.

Course Websites:
Desire2Learn (D2L)
Course Website
Dr. Bennett’s Blog

Course Communications:
Please use my faculty email (ann.bennett@kennesaw.edu) as my primary contact. Emails will receive a reply within 48 hours, except on weekends. If you use the D2L email system to contact me, you can expect a response time of up to five days. For emergencies and questions that require an immediate, short answer, please TEXT me on my mobile. Office hours will be held virtually by appointment only using Google Hangouts.

Electronic Communications:
The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data,
this is the sole email account you should use to communicate with your instructors or other University officials and the account by which they will communicate with you.

REQUIRED TEXTS OR TECHNOLOGY RESOURCES:
This course will take advantage of Open Educational Resources (OER) and instructor-created resources to minimize costs for students. To learn more about efforts in Georgia to reduce college costs, visit Affordable Learning Georgia.


Additional readings provided online.

Google account.

RECOMMENDED RESOURCES:
- OER Alternative: Purdue Online Writing Lab.

Membership in professional organizations, such as the American Educational Research Association, Literacy Research Association, and the International Literacy Association. Student rates are available.

COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES
Prerequisite: EDRD 3320: Understanding the Reader and the Reading Process.

This course is an introduction to the evolving and multifaceted concept of literacy and its implications for adolescents in both instruction and motivation. Types of literacy to be explored include: media, digital, global, and critical literacies. Emphasis will be placed on understanding universal design in education, considering the impact of technology on literacy, evaluating texts as being current, accurate, and relevant, and developing meaningful plans to incorporate such texts into their classrooms.

GENERAL COURSE EXPECTATIONS & REQUIREMENTS AND COURSE OUTLINE
Technology Expectations:
The purpose of this course is to provide candidates with an exploration of pedagogical knowledge that will allow them, through the use of multiple explanations, methods, technologies, or strategies, to provide high quality literacy instruction that is inclusive of (digital) media, (contemporary) technology, and multiple kinds of literacies. Candidates will not only gain a critical understanding of theory and praxis in relation to New Literacies, but they will also engage with and produce New Literacies in order to better develop engaging and meaningful lessons and classroom practices. Although this is not an online course, the content of this course will require that you spend a significant amount of time engaging with digital media and the Internet. It is expected that you will bring a laptop, tablet, and/or smartphone to every class AND use it, as you will be working with New Literacies both in the classroom and at home.
Assignments are due by 11:59 p.m. on the due date listed, and all deadlines are firm. I strongly encourage you to complete assignments ahead of the due date to avoid instances of technology difficulty. “My computer crashed” or “my Internet was down” are not acceptable excuses for late assignments in this course. In fact, it is a good idea to have, at least, two backup ways of accessing a computer and the Internet, such as a friend or neighbor. Late assignments will not be accepted, except in extreme circumstances or emergencies (documentation or evidence of such occasion are required for requests of extended deadlines).

COMMUNITY EXPECTATIONS:
The nature of this course demands that students explore and critically engage with the assumptions they hold about theory and praxis in both teacher education, generally, and literacy education, specifically. Reflecting on your assumptions, as well as coursework and class discussions, are part of the process in understanding New Literacies and engaging with them in order to meaningfully apply them to classroom practices. As such, this course will address issues typically found within the field of cultural studies, including gender, class, race, sexual orientation, identity, and power, and how education can reify inequity.

In any learning community, all community members should feel that they are part of a safe and inclusive learning environment while also working toward fostering the development of this environment. In this space, dialogic conversations will be one of our focal points for engagement with course content and learning. As a member of this learning community, you are encouraged to question and critique our dialogic discussion, but it is requested that you do so with thoughtful and critical reflection. This does not mean that everyone in this course must be in agreement on every topic, and this does extend to being in agreement with me, as well. Indeed, critical and productive debates can often help us to cultivate existing perspectives and viewpoints. However, we must engage with each other respectfully and with the intention of understanding if we are to learn from one another.

COURSE CONTENT:
Culturally Relevant Pedagogy, Marginalized Populations, & Identity Formation
Defining New Literacies
Universal Design for Learning & Accessibility
Resistance & Translation
Digital Literacies & Pedagogies
Role-playing, MMORPG, and LARPs
Gaming as Learning
Online & Fan Fiction
Blogging
Memes, Affinities, & Popular Culture
Conclusions

FINAL EXAM:
There is no formal final exam for this course
OTHER REQUIREMENTS:
All written work should reflect careful organization and reflection. Submissions must be proofread to ensure accuracy in spelling, punctuation, and grammar. All formal written work is submitted digitally using Microsoft Office Suite, Google productivity apps, or their equivalents. Please do not submit PDFs, unless otherwise requested, as this makes it difficult to provide extensive feedback on course assignments. Multimedia submission requirements will be outlined when assigned.

COURSE OBJECTIVES:
This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

Georgia Professional Standards Commission – Program Area Standards

Georgia Professional Standards Commission – Ethics Standards

CAEP – Council for the Accreditation of Educator Preparation

InTASC – Interstate Teacher Assessment and Support Consortium

CAPS – Candidate Assessment on Performance Standards

Specialized Professional Association – International Literacy Association.

The Educator Preparation Program (EPP) prepares learning facilitators who understand their disciplines and principles of pedagogy, reflect on their practice, and apply these understandings to making instructional decisions that foster the success of all learners. As such, this course has the following objectives. Students can:

1. Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement [CAEP/GaPSC Standard 1; InTASC Standards 1-2, 4-6, & 8; ILA Standards 1-3].
2. Use a wide range of online and offline materials, including narrative, poetry, informational texts in reading, writing, and multimodal communication [CAEP/GaPSC Standard 1; InTASC Standards 7-8; ILA Standard 2].
3. Understand, recognize, and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities [CAEP/GaPSC Standard 1; InTASC Standards 2 & 5; ILA Standard 4].
4. Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity [CAEP/GaPSC Standard 1; InTASC Standards 2, 5, & 7-8; ILA Standard 4].
5. Develop strategies to lead and advocate for tolerance and equity in work with students in and outside school settings [CAEP/GaPSC Standard 1; InTASC Standards 1-3 & 10; ILA Standards 4 & 6].
6. Design the physical environment to optimize students’ use of online and offline resources in reading and writing instruction [CAEP/GaPSC Standard 1; InTASC Standard 3; ILA Standard 5].

DISCLAIMER:
This syllabus is subject to change as the need arises. These changes should be expected and will be clearly communicated.
**Course Outline, Course Content, Course Objectives, & Activities:**

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<th>Module</th>
<th>Course Objectives</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1. Overview &amp; Introductions (Jan. 10)</td>
<td>None</td>
<td>None</td>
<td>Classroom/Online Activity 1</td>
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<tr>
<td>3. Defining New Literacies (Jan. 24)</td>
<td>Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement. Use a wide range of online and offline materials, including narrative, poetry, informational texts in reading, writing, and multimodal communication. Understand, recognize, and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities.</td>
<td>Chapter 1 Lankshear &amp; Knobel (2013)</td>
<td>Classroom/Online Activity 2</td>
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<td>4. Universal Design for Learning &amp; Accessibility (Jan. 31)</td>
<td>Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement.</td>
<td>Readings TBA</td>
<td>Classroom/Online Activity 3</td>
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<td>5. Resistance &amp; Translation (Feb. 7)</td>
<td>Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement.</td>
<td>Chapter 2 Strong-Wilson &amp; Rouse (2012) Additional readings TBA</td>
<td>Classroom/Online Activity 4</td>
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<td>7. Role-playing, MMORPG, and LARPs</td>
<td>Understand the role of professional judgement and practical knowledge (most</td>
<td>Chapter 4 Thomas (2007)</td>
<td>Classroom/Online Activity 6</td>
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<td>(Feb. 21)</td>
<td>importantly, in this course, theories of New Literacies for improving students’ reading development and achievement. Use a wide range of online and offline materials, including narrative, poetry, informational texts in reading, writing, and multimodal communication. Understand, recognize, and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities.</td>
<td>Additional readings TBA</td>
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| 10. Blogging (Mar. 14) | Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement.  
Use a wide range of online and offline materials, including narrative, poetry, informational texts in reading, writing, and multimodal communication.  
Understand, recognize, and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities. | Chapter 8  
Luehmann, Henderson, & Tinelli (2011)  
Additional readings TBA | Classroom/Online Activity 9 |
| 11. Memes, Affinities, & Popular Culture (Mar. 21) | Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement.  
Use a wide range of online and offline materials, including narrative, poetry, informational texts in reading, writing, and multimodal communication.  
Understand, recognize, and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities. | Chapter 9  
Additional readings TBA | Classroom/Online Activity 10 |
| 12. Conclusions (Mar. 28) | Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement.  
Use a wide range of online and offline materials, including narrative, poetry, informational texts in reading, writing, and multimodal communication.  
Understand, recognize, and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities. | Chapter 10  
Additional readings TBA | Classroom/Online Activity 11 |

Spring Break: 3.31-4.6
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<td>informational texts in reading, writing, and multimodal communication. Understand, recognize, and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities.</td>
<td>None</td>
<td>Classroom/Online Activity 12</td>
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<td><strong>13. Workshop</strong> (Apr. 11)</td>
<td>Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement. Use a wide range of online and offline materials, including narrative, poetry, informational texts in reading, writing, and multimodal communication. Understand, recognize, and value the qualities of diversity that exist in society and are reflected in online and offline reading and writing activities. Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity. Develop strategies to lead and advocate for tolerance and equity in work with students in and outside school settings. Design the physical environment to optimize students’ use of online and offline resources in reading and writing instruction.</td>
<td>None</td>
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<td><strong>14. Presentations</strong> (Apr. 18)</td>
<td>Understand the role of professional judgement and practical knowledge (most importantly, in this course, theories of New Literacies) for improving students’ reading development and achievement.</td>
<td>None</td>
<td>New Literacies Research (Group 1)</td>
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<td>15.</td>
<td><strong>Presentations</strong></td>
<td>None</td>
<td><strong>New Literacies Research</strong></td>
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<td>(Apr.</td>
<td>Understand the role of professional judgement and practical knowledge (most</td>
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<td>16. Final Project</td>
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<td>Use a wide range of online and offline materials, including narrative, poetry, informational texts in reading, writing, and multimodal communication.</td>
<td>The Canon and New Literacies Project due 4.30</td>
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EVALUATION & GRADING SCALE
Your grade in this course is determined based on a 1000 point scale. The grading scale is as follows:

A: 900-1000 points  
B: 800-899 points  
C: 700-799 points  
F: Below 700 points

ASSIGNMENTS/REQUIREMENTS

1. Weekly Classroom & Online Activities (12 @ 25 points each; 300 points total)
   Classroom activities will include dialogic discussions of course readings in order to better master course content, as well as engagement with New Literacies in order to apply theory to real world practices and consider new (digital) media and (contemporary) technologies. In addition to classroom activities, you will be expected to complete activities outside of our weekly meeting time. Many of these activities will completed via Blogger where you might be asked to critically reflect on classroom activities while also submitting technology reviews, planning possible activities that integrate New Literacies, extending your learning of a new media or technology, previewing course content, or completing technology reviews.

   It should be noted that course and blog discussions are intended to draw your attention to key elements in the readings and to encourage reflection. The goal of the discussion is not just to ensure that you have completed the readings. It is also to ensure that you have mastered the content well enough to engage in a scholarly discussion with others. Your participation in the discussions should be thoughtful, moving beyond “I agree” or “I disagree”, or simple responses that serve to stagnate the conversation. In other words, add to the discussion both in quality and in content.

   I will consider the following in the evaluation of your discussions and blog postings:
   - Have you appropriately synthesized the material?
   - Are both analytical and critical stances taken?
   - Have you reflected on your own beliefs and practices as it relates to the readings?

   Due: Ongoing

2. New Literacies Research (300 points)
   Throughout the semester, we will discuss various types of New Literacies and multiliteracies. However, even over the course of a semester, we will not be able to cover all of the New Literacies that are available to you for use in your classroom. For this assignment, you will work with a partner to research a topic from a list of possible New Literacies and provide the class with a multimodal presentation on the topic. It is expected that the presentations from each partnership will be on different New Literacies.

   Due: 4.18 & 4.25
3. **The Canon and New Literacies Project (400 points)**

Good teachers know that their students come to class with varying reading abilities, interests, and needs. Some students have not had good experiences with literacy and, thus, resist it. Not only do teachers face varying literacy interests and abilities, but they also must prepare their students to master the standards and standardized assessments. Somehow, this has led to “the canon”, or those books that have become, essentially, standardized as being taught at each grade level. However, many kinds of texts and many forms of literacy can be used to meet the differences in our students’ reading abilities and interests, as well as standardized assessment requirements. For this assignment, you will create an intertextual bridge between a “canonical” novel and New Literacies while also accounting for popular culture. You can either 1) use New Literacies as a complement to the “canon” or 2) use New Literacies instead of the canon.

*Due: 4.30*

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<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tr>
<td>Weekly Classroom &amp; Online Activities (12)</td>
<td>25 points each/300 total</td>
<td>Ongoing</td>
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<tr>
<td>New Literacies Research</td>
<td>300 points</td>
<td>4.18 &amp; 4.25</td>
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<tr>
<td>The Canon and New Literacies Project</td>
<td>400 points</td>
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**COURSE POLICIES**

**ATTENDANCE POLICY:**
*Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.*

**MAKE-UP AND LATE WORK POLICY:**
Late work will receive a five point deduction per day late, including weekends. Students should consult with me directly about make-up work.

**QUIZ/EXAM POLICY:**
There are no quizzes in this course. There are no exams in this course.

**COURSE TECHNOLOGY:**
As this is a course with a heavy emphasis on technology, students must have access to both a laptop/desktop and the Internet.

**FEEDBACK/REPLIES IN A TIMELY MANNER:**
Emails and phone calls will be returned within 48 hours, except on weekends. With small assignments, feedback and grades will be made available to students within 14 days of submission, not including weekends. For more substantial assignments, students may expect their grades within three weeks. Should a delay in grading occur, you will be notified via email.
COURSE WITHDRAWAL:
The Drop/Add period ends on January 16th at noon. The last day to withdraw without academic penalty is February 28th.

ACADEMIC INTEGRITY:
Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section 5 of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.
- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

ACCESSIBILITY:
Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

EDTPA INFORMATION AND EPP POLICY STATEMENTS:
Important information about edTPA and the following EPP Policy Statements are located on the Bagwell College of Education website.

1. Purpose and Rationale: KSU EPP Conceptual Framework
2. Use of Technology Statement
3. School-Based Activities Statement
4. KSU Diversity Statement
5. EPP Diversity Statement
6. Campus Resources for Writing Statement
7. edTPA Information
ADDITIONAL RESOURCES: