

Assessment Strategies

220C will assess the knowledge students gain of the special topic, their ability to synthesize material, and their ability to think critically and take a position within the specialized field. In order to assess these learning outcomes, this section of 220C will include the following assignments:

Assignment	Percentage of Final Grade
Participation (annotations, discussions, attendance)	10%
Discussion Board Posts	30%
Teaching with Technology Resources Review	20%
Digital Literacies Assignment Design/Redesign	10%
Digital Literacies Research Project and Presentation	30%

All assignments will be given a letter grade which I will convert to the standard 4.0 scale.

Assignments

Discussion Board Posts

To use writing as a tool for learning and critical thinking about the class readings, before each class you will write an informal, exploratory **150-200 word** post to the class website electronic discussion board. The post will be in response to the prompt that appears in the main description of each discussion forum. You will also briefly respond to one of your peers' posts for each Tuesday post. The goal of this kind of "dialogic" responding is to further collaborative learning, the social construction of knowledge, and a sense of the classroom as a discourse community. In your posts:

- Respond to the prompt that appears in the main description of each discussion forum.
- Feel free to cite from the reading, but **don't just summarize**. The purpose of these responses is to encourage you to explore (not summarize) the course readings.
- Challenge the texts, ask questions, take risks, and think about both the theoretical and practical implications of what you read. Feel free to relate the texts to your personal experiences.
- Don't worry about grammatical correctness or organization: these are informal and exploratory responses, and the content is what matters—the depth and quality of your thinking.

For Tuesday posts, in order to allow time for peer response, post your original response before Monday and respond to a peer before Tuesday. For Thursday posts, you do not need to respond to a peer. For Thursday posts, post before class on Thursday. I will occasionally score your posts as check plus (A), check (B), check minus (C), or zero, and the total average score will be your final grade on discussion posts. **Your first post will be for class on Tuesday, 2/3.**

Active Reading of Class Texts

In order to fully engage with the class readings, you will need to be an active reader, underlining key ideas and writing responses or questions in the margins. Before each class discussion I will ask you to review your annotations of the reading. This will refresh your memory of the key ideas in the reading and the central responses and questions you had as you read. You may also keep separate notes for digital texts. I will walk around the class and give you credit for completing your annotations before each discussion.

Leading Classroom Discussions

I have a constructivist approach to teaching, which means that I believe that knowledge is not delivered by the teacher but is socially constructed. I believe that students learn best when they play the central role in the construction of knowledge. Because of this belief, I ask that students play the lead role in classroom discussions. Each student in the class will select one class reading and lead a **thirty minute** discussion of the reading. Your role on the day you are leading discussion is to invite conversation by preparing thoughtful questions about the reading or a brief in-class activity that will engage us with the reading. The focus should be on sparking discussion, not on delivering a lecture or summarizing the reading. You may use your discussion board post and/or your peers' posts to facilitate discussion on these days: for example, you might copy passages from your peers' posts on a handout, or choose a few posts for classmates to read aloud. Feel free to have us get into small groups, but be aware of the thirty minute time limit—keep group work brief and focused. On the day you lead discussion, you are in charge of calling on your peers in the order they have raised their hands. I will have a sign-up sheet for leading discussion on the second day of class.

Teaching with Technology Resources Review

Each of you will choose one topic area on teaching with technology and make a 20-minute presentation to the class about the resource area. The presentation should include:

- A summary of the affordances of some of the primary technology resources in the subject area
- A review of the literature on classroom applications of the technology (see the journals *Kairos*, *Computers and Composition*, *Computers and Composition Online*, *Currents in Electronic Literacy*, *CCC*, and *College English* and the databases *ComPile* and *ERIC*)
- A “live” review of at least one of the primary technology resources (this also could include an example of a student composition using the technology—examples can be found in *Kairos*, *Computers and Composition Online*, and *Currents in Electronic Literacy* as well as on the internet)
- 5 minutes for Q and A
- A handout with the technology resources and relevant URLs and an annotated bibliography of 4-6 academic articles focused on the topic

You may bring a laptop for the live review or use a laptop I provide. Email me and the entire class the handout on the day of the presentation. I will have a sign-up sheet for different technology topics on the second day of class, but you may also choose a topic that is not on the list. The set topics are:

Grammar and Editing Resources
Conducting Research
Voice Recognition
Course Learning Management Systems
Blogging
Creating Websites
Social Networking

Audio Production and Publication
Video Production and Publication
Collaboration Tools
Digital Presentations
Digital Response
Electronic Portfolios

Digital Literacy Assignment Design/Redesign

Each of you will redesign an assignment or assignments from your ENGL 220A portfolios, or a composition class you have taught, to integrate digital literacies. If you have not taken 220A or taught composition, you will create an assignment from scratch or from your SacCT discussion forum posts or digital literacy research projects. You will design a prompt to give students and also include a half page single-spaced process memo that discusses how you will revise the assignment based on feedback you received from peers in the workshop. You may include a rubric and/or peer review scripts that go with the assignment as well (optional). There are example multimodal assignment prompts and rubrics in the appendix of Selfe's *Multimodal Composing*. This assignment prompt and process memo is due in .doc, .docx, .rtf, or .html format via email to melzer@csus.edu by 5/22.

Digital Literacies Research Project and Presentation

For this project, you will choose a topic related to digital/multimodal literacies, conduct **original research** on the topic, and produce a composition in a genre of your choosing. Possible genres include a conference presentation, an article for a print journal, a web text for an online journal, a blog, an online resource guide, a video, a whitepaper, a Prezi, etc. The length and format of your project will depend on the genre. Your research method for gathering data is up to you: case studies, class observations, interviews, textual analysis, quantitative analysis, etc. You will get feedback on a proposal for your research project on 3/19. We will have a **peer response of the research projects on 4/28**, and I will give you feedback after you have revised based on peer's comments in one-on-one conferences after the workshop. Please clearly label and include the peer review draft and the one-on-one conference draft with the final draft. You will include a 2-3 page single-spaced cover memo describing the genre you chose and its rhetorical situation (purpose, format, audience), reflecting on the ways you used peer and instructor feedback, what you would revise further if you had more time, and what you think the strengths and weaknesses of your project are. You will give a five-minute presentation on your research questions, design, results, and implications during the last two weeks of class. For the presentation you should create a poster, a handout, or some form of digital media: PowerPoint, Prezi, digital poster, video, etc. The research project is due via email to melzer@csus.edu by 5/22 in whatever format is appropriate for the genre. If the file is too large to send via email, you may arrange with me to save it to my computer before 5/22 or publish it and send me the URL. Please include the cover memo, peer response draft, one-on-one conference draft, and final draft when you submit the final research project. Be sure each draft is clearly labeled.

Attendance and Participation

220C is not a lecture course, and everyone's active participation will be highly valued. Because much of the learning in 220C will take place during classroom discussions and workshops, regular attendance is essential. A student cannot receive an "A" grade unless he or she is a regular and effective contributor to classroom discussions and workshops. **You will get two "freebie" absences. Every absence after the second will lower your final grade by a third of a letter grade for each class you miss (for example, "A" to "A-").** I look forward to in-depth exploration of the readings and careful and thoughtful responses to your peer's work and ideas.

ENGL220C Syllabus

Unit 1: Why Teach Digital Literacies?

1/27 T

- Course description and syllabus
- Your definitions of digital literacies
- Benefits of and concerns about teaching digital literacies

1/29 R

- Sign up for discussion leader day
- Sign up for teaching with technology presentation topic
- "Why Teach Digital Writing?" web text (web link on SacCT site under "Readings")

2/3 T

- “Made Not Only in Words” by Yancey (PDF file on SacCT site)
- “Writing in the 21st Century” by Yancey (PDF file on SacCT site)

2/5 R

- “Growing Up Digital” John Seely Brown (PDF file on SacCT site)
- “Digital Natives, Digital Immigrants” by Prensky (PDF file SacCT site)
- “Do ‘Digital Natives’ Exist?” video

2/10 T

- “Becoming Literate” by Hawisher and Selfe (PDF file on SacCT site)
- Share digital literacy narratives
- Teaching with Technology Resource Review: Open Topic

2/12 R

- “NCTE Position Statement on Multimodal Literacies” (web link on SacCT site under “Readings”)
- “CCCC Position Statement on Teaching in Digital Environments” (web link on SacCT site under “Readings”)
- Share your position statements for teaching digital literacies
- Teaching with Technology Resource Review: Open Topic

2/17 T

- Review research project assignment
- Share research project ideas
- Teaching with Technology Resource Review: Open Topic

Unit 2: Theoretical Frameworks for Teaching Digital Literacies

2/19 R

- “Considering Multiliteracies 1.2” video
- “A Pedagogy of Multiliteracies” The New London Group (weblink on SacCT site under “Readings”)
- Teaching with Technology Resource Review: Open Topic

2/24 T

- *Multiliteracies for a Digital Age* by Selber, “Chapter 1: Reimagining Computer Literacy”
- Teaching with Technology Resource Review: Conducting Research

2/26 R

- *Multiliteracies for a Digital Age* by Selber, “Chapter 2: Functional Literacy” p.p. 30-44
- Teaching with Technology Resource Review: Grammar and Editing Resources

3/3 T

- *Multiliteracies for a Digital Age* by Selber, “Chapter 2: Functional Literacy” p.p. 44-73
- Teaching with Technology Resource Review: Voice Recognition

3/5 R

- *Multiliteracies for a Digital Age* by Selber, “Chapter 3: Critical Literacy” p.p. 74-95
- Teaching with Technology Resource Review: Course Learning Management Systems

3/10 T

- *Multiliteracies for a Digital Age* by Selber, “Chapter 3: Critical Literacy” p.p. 95-134
- Teaching with Technology Resource Review: Blogging

3/12 R

- *Multiliteracies for a Digital Age* by Selber, “Chapter 4: Rhetorical Literacy”
- Teaching with Technology Resource Review: Creating Websites

3/17 T

- *Multiliteracies for a Digital Age* by Selber, “Chapter 5: Systemic Requirements for Change” p.p. 199-210
- Teaching with Technology Resource Review: Social Networking

3/19 R

- Discuss Research Project Proposals

3/24, 3/26, 3/31 Spring Break and Cesar Chavez Holiday

Unit 3: Digital/Multimodal Pedagogies

4/2 R

- *Multimodal Composition* by Selfe, “Chapter 1: Thinking about Multimodality”
- Teaching with Technology Resource Review: Audio Production and Publication
- Example student audio essay: Human-Computer Interaction

4/7 T

- *Multimodal Composition* by Selfe, “Chapter 2: Words, Audio, Video,” “Chapter 3: Composing Multimodal Assignments,” and “Chapter 6: Saving, Sharing, and Publishing Multimodal Texts”
- Teaching with Technology Resource Review: Video Production and Publication
- Example student video: Literacy and Public Transportation

4/9 R

- *Multimodal Composition* by Selfe, “Chapter 4: Collaborating on Multimodal Projects”

- Teaching with Technology Resource Review: Collaboration Tools

4/14 T

- *Multimodal Composition* by Selfe, “Chapter 5: Thinking Rhetorically”
- Teaching with Technology Resource Review: Digital Presentations

4/16 R

- “Chapter 8: Responding and Assessing,” and “Chapter 9: More About Reading, Responding, and Revising”
- “Staging Encounters” by Gallagher (PDF on SacCT site)
- Teaching with Technology Resource Review: Digital Response

4/21 T

- “Digital Portfolio Sensibility” by Yancey (web link on SacCT site under “Readings”)
- CCCC’s Principles and Practices in Electronic Portfolios (web link on SacCT site under “Readings”)
- Teaching with Technology Resource Review: Electronic Portfolios

4/23 R

- *Multimodal Composition* by Selfe, “Chapter 10: When Things go Wrong”
- Teaching with Technology Resource Review: Image Sharing and Editing
- Reflecting on teaching digital literacies

4/28 T

- Digital Literacies Research Project workshop

4/30 R

- Class evaluations
- Preparing for the Digital Literacies Research Project presentations
- Digital Literacy Assignment Design/Redesign workshop

5/5 T

- Teaching with Technology Resource Review: Videos for Teaching Composition (Mack)
- Teaching with Technology Resource Review: Brainstorming Tools (Stephanie R.)

5/ 7 R

- One-on-one research project conferences

5/12 T and 5/14 R

- Research project presentations