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ENG 4906-600: Issues in Teaching English

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English 4906: Issues in Teaching English
Teaching Popular Culture & Media Literacy in the ELA Classroom
– Course Policy & Syllabus –

Instructor: Dr. Melissa Ames

Office: 3821 Coleman Hall

Office Hour Format: Office hours will be held virtually via Video Conferences (Zoom Office Hour link is available in D2L).

Office Hours: Tuesdays 12-2pm; Wednesdays 7-8pm; Thursdays 10am-12pm; appointments can be scheduled within and outside of official office through Calendly (link available in D2L). My availability for any given week is typically quite broad and can accommodate different student schedules.

Email: mames@eiu.edu (Panthermail) OR mames@online.eiu.edu (D2L email system)

Catalog Description: (3-0-3) Advanced pedagogy course on various topics in the teaching of writing, literature and language. Topics such as critical pedagogy, teaching creative writing, teaching professional writing, social justice issues in the classroom, and other topics to be announced. WI

Course Description: In the post-truth era where alternative facts and echo chambers abound and screen saturation finds people awash in social media influencers and clickbait, how can our lessons on close reading, critical thinking, and ethical writing practices extend beyond the walls of the classroom? English Language Arts instruction has long incorporated a range of “texts.” This course will focus primarily on the ways in which popular culture can be featured in ELA curricula in order to teach students to be critical consumers of media. This course will explore pedagogical debates and best practices for studying a range of media (film, television, music) and the ways in which popular culture artifacts & engagement can be employed to further social justice and civic literacy goals. Course participants will develop instructional strategies for teaching visual literacy skills, considering how to craft lessons that feature graphic narratives and digital texts (e.g. advertisements, political cartoons, memes, blogs) – both as the primary focus of instructional units and as supplemental texts partnered with canonical literature. Course assignments may include any of the following: reading responses, pedagogical research, multimodal presentations, teaching demonstrations, and instructional materials. Students will have the opportunity to customize the final course project to align with their professional development goals.

Course Objectives: After the completion of this course, students will be able to:

1. Design instructional material for developing critical media, information, and civic literacy skills that showcases an ability to vary approaches, accommodate different learning styles, and adapt to the needs of diverse learners.
2. Craft lessons that demonstrate the ability to purposefully scaffold instruction related to close reading audio-visual, multimodal texts.
3. Develop activities and/or assessments that showcase culturally responsive teaching practices and promote critical thinking, problem solving, application of skills, and the effective use of technology.
4. Recognize the issues surrounding the “canon” and what they imply about the secondary Language Arts curriculum, as well as the ways in which texts from outside this constructed category can be taught alongside “classic” texts in productive ways.
5. Locate and determine best strategies for integrating a variety of culturally responsive texts and media into instructional units to engage in important social commentary and discussion.
6. Understand and engage with pedagogical theory and applied studies focused on best practices for teaching 21st century learners.
7. Produce research-based arguments that demonstrate professional writing, ethical use of source material, and engagement with appropriate disciplinary fields.

8. Participate actively as a member of a professional learning community, sharing resources, engaging in class dialogue, presenting work, and providing support and feedback to peers.
9. Understand the tensions between education and social justice and one's own positionality in regard to both.
10. Reflect on current and past teaching practices/experiences and opportunities for professional development and growth.

Required Texts and Materials:

Booth, Paul. *Digital Fandom 2.0: New Media Studies*, 2nd ed. Peter Lang, 2016.
 Bowen, Tracey, and Carl Whithaus, eds. *Multimodal Literacies and Emerging Genes*. UP Pittsburg, 2013.
 Davis, Jeff. *Foundations of Design*. Cengage Learning, 2013.
 Hollihan, Thomas. *Uncivil Wars: Political Campaigns in the Media Age*, 2nd ed. Bedford, 2009.
 Lewis, Jon. *Essential Cinema: An Introduction to Film Analysis*. Cengage Learning, 2013.
 McCloud, Scott. *Understanding Comics: The Invisible Art*. William Morrow, 1994.
 Potter, W. James. *Media Literacy*, 7th ed. Sage, 2013.
 *Additional Readings Available through Course Management System (D2L)

Participation/Collaboration (300pts):

Participation & Collaboration – regular, on-time engagement with module resources and participation in class activity and peer dialogue (e.g. discussion board posts, peer engagement/feedback, assignment completion). While the instructor will assess this category independently as well (based on records & observations), please note that D2L provides a detailed report on student activity that includes engagement and time spent with class resources and on course management site, number of posts and responses made to discussion board threads, and whether/when activities, reading, resources, and feedback are accessed. Keep in mind that, to some degree, online classes aim to simulate the experience you would get in a face-to-face course, but this can only happen if you take advantage of all of the material and activities. For example, if you only log on to post a single response that is required to a discussion board thread and then log off without ever checking back to see the dialogue unfold that would be the equivalent of answering a question in class and then immediately popping in your earbuds or exiting the room without hearing how others respond to it. (150pts)

Reflection & Resource Sharing – exploring, locating, and sharing materials, resources, and research related to topics of study, connecting them to assigned readings and module items, and reflecting upon personal teaching practices and professional development goals and areas for growth. (150pts)

Major Assignment/Projects (700pts):

Group Discussion Board Leadership & Dialogue Management – during their assigned week, students will work as a team to craft an interview-style post engaging with the assigned scholarly readings and module resources and posing questions that prompt a productive class dialogue linking readings and materials to one another and to overarching course topics. (150pts)

(Audio-)Visual Analysis Mini-Lesson – students will craft a minilesson, accompanied with a reflective document, that focuses on developing a key skill connected to media, information, or civic literacy. (100pts)

Applied Project – This final project provides an opportunity for students to direct the course content on (media, information, and civic literacies, popular culture, and social justice pedagogy) to their interests and professional development goals. Options for final projects include a teaching portfolio (consisting of 10 newly crafted lesson plans related to course study) or revising and annotating an existing instructional unit (reflecting on changes made connected to course study). Both options include research-based rationales/prefaces and will proceed through various stages which include smaller, process-related assignments and a final presentation. (200pts)

Proposal – This initial step of the project allows students to pitch their idea and receive early-stage feedback from the instructor concerning areas of consideration. (50pts)

Literature Review – In order to ground the final project in relevant theory, research, and pedagogical best practices, in this second stage of the final project, students will craft a 3-5 page literature review that

showcases students' research, engagement with relevant scholarship, and an ability to synthesize material into a compact writing piece that can be integrated in the rationale/preface for the final project. (100pts). Multimodal Presentation – At the completion of this project, the student's final product will be presented to the class in a virtual panel forum in an audio-visual format fitting for the project's intended goals and audience. Potential final formats may include a traditional 15-20 minute formal presentation fitting for an academic conference; a teaching demonstration/talk highlighting project materials in action; or a professional development session aimed to train fellow educators in regard to the project's focus. (100pts)

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

Major Assignments/Projects:	700pts
<u>Participation/Collaboration:</u>	<u>300pts</u>
Total Points Possible:	1000pts

A = 90%-100%	D = 60%-69%
B = 80%-89%	F = Below 60%
C = 70%-79%	

Instructor Class Policies:

Mission to Support Student Learning: Please always feel free to reach out to me for additional support, to request an extension, etc. The policies listed below are the defaults. They are in place because we want to treat you as professionals and foster the dispositions, skills, and behaviors needed to succeed in your career and professional development. That said, the most important thing is to make sure that you have the skills necessary for success and I will always do my best to work with you. I encourage you to always take ownership and agency over your learning and growth.

Assignment Due Dates: Course work progresses through conceptually-themed weekly learning modules. Assignments are typically due by 11:59pm on the date listed on the syllabus unless otherwise stated in a module or assignment sheet. Based on feedback from past online graduate students, this class is designed with regular deadlines that include mid-week (Wednesday) completion of course readings and connected discussion board dialogue and end-of-week (Sunday) deadlines for exploration activities (e.g. resource gathering and sharing) and major assignments. The hope is that this design will allow students to work throughout the week at a pace that aligns with their individual availabilities. There one deviation from the Wednesday/Sunday deadlines falls during the final week of the term due to peer presentations. *Assignments and activities not submitted/received by the stated syllabus/module deadline receive a zero. However, extensions may be granted if students reach out in advance.* Students are welcome to work ahead as desired, however, if they do so they should continue to monitor and contribute to ongoing course dialogue in the current weekly modules. Feedback typically will not be given until deadlines for activity/assignment completion has passed.

Time Commitment:

Due to the nature of condensed summer classes, anticipated weekly workloads are notably higher than a traditional 15-week Fall/Spring course. Universal standards are in place so that students can anticipate the time investment expected from any college course. For each single credit a student enrolls in, 15 to 16 hours of engagement are expected. So, for a three-credit course such as ours this equates to 48 hours, which breaks down to 8 hours per week for a six-week course. You should expect to spend that amount of each week spread across the assigned reading, the module resources, exploration/sharing activities, discussion board posts, and more formal assignments. The course is designed so that as the semester progresses there will be fewer assigned tasks and reading in later weeks so that students can invest more time in their final projects. Therefore, students are encouraged to be fully engaged (and spend the allotted

time on materials) in the early weeks heavier in assigned reading and resource review/hunting. One goal of this course is to provide educators with the time and space to search out new teaching materials, professional development tools, etc. since it is a luxury we often cannot give ourselves during the busy school year.

Class Attendance/Engagement: Because this course emphasizes collaborative activity, active participation is essential. During the projects, your classmates will rely on your feedback. Class discussion, activities, peer responses, and group work are designed for particular modules and *their lack of completion will negatively affect your in-class work/participation grade*. Being “present” and regularly engaged in our course management system and ongoing dialogue helps build positive peer and peer-instructor relationships and fosters a productive professional learning community.

Inactivity/Absence: Once a student fails to complete one entire weekly learning module their grade may be reduced by one-letter. *A student who misses two or more learning modules (the equivalent of one-third of the course) may not be eligible to pass the course*. These penalties can be waived for extenuating circumstances. *Students are encouraged to be proactive and reach out to the instructor when issues are impacting their ability to attend class sessions and/or complete module work*.

Presentations: Please make sure to meet deadlines when you are scheduled to give a presentation. If you miss a deadline for a scheduled presentation you will receive a zero and will not be able to make up the presentation.

Plagiarism: In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism – the appropriation or imitation of the language, ideas, and/or thoughts of another author represented as one’s original work – has the right and responsibility to impose upon the guilty student an appropriate penalty up to an including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.” The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft. In short, students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Instructor Access and Response Time: One-on-one video meetings are available. These virtual “office hours” are intended for support and mentorship and students are encouraged at these meetings to discuss anything about their professional development, their coursework, etc. Communication via email is also welcome. Although I have a reputation for being a super speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends, and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [In most cases I aim to provide feedback within 24-72 hours]. I will always send an email and possibly post a News Bulletin Update in the event of any emergency that might impact the course schedule.

Preferred Pronouns/Names: My preferred pronouns are she/her and my preferred academic title is Dr. (Studies have proven that students will often call male professors Dr. but not female professors so I like to help correct that imbalance 😊). Please feel free to share your preferred pronoun and/or name and titles.

English 4906: Issues in Teaching English
Teaching Popular Culture & Media Literacy in the ELA Classroom
-Tentative Course Schedule-

Important Notes: (1) **All work is due by 11:59pm on Wednesdays and Sundays** unless otherwise noted in the syllabus/modules. The only notable variation occurs during Week Six during the class presentations (which finds viewing & discussion grouped into three consecutive days of “panel” groupings). (2) A **typical week** consists of multiple reading assignments, various resources to review, and 2-3 tasks (usually a set of discussion board posts and/or assignment/activity). During the second half of the course the reading and activity load decreases substantially to allow students to spend more time engaging in self-selected reading and research for their final projects. (3) **Assigned readings** vary in terms of difficulty. Each week typically has a selection of scholarly journal articles or chapters that may be applied studies or theoretical approaches to the course content. However, each module also often includes more accessible readings. These may be short web texts, pieces focused on pedagogical best practices (written specifically for teachers), or even pieces intended to be read by students (these are here purposely to provide a base level of knowledge if one already isn’t in existence and/or to provide you with texts that you can copy/scan and potentially use in your own classrooms). Listed out in bulleted format the reading assignments might look overwhelming, but combined these are typically no longer than reading an assigned novel and paired scholarly journal articles (as you might for any given week of a literature graduate seminar course); so, don’t panic, but don’t procrastinate either so you can get through it all. (4) **Submodule content** will likely be a mix of new material and review for most graduate students. While it is expected that students will review (i.e. “check out,” “look over,” “skim”) all of the resources housed in the submodules the time devoted to these will be based on students’ pre-existing knowledge and/or professional development goals. More plainly put, spend the most time on submodules that will benefit you but don’t completely ignore ones that you think you’re well versed in because sometimes we can still learn a thing or two! (5) In the below schedule **Discussion Board is often shortened to DB.**

WEEK ONE (6/14-6/20)

Module 1: Developing 21st Century Skills: Media, Information, & Civic Literacies

- **Complete** the following (due 6/14 *deviation from typical Wednesday/Sunday deadlines):
 - [Google Document Sign-Up](#) for Group Discussion Board Leadership Week
- **Review** all of the following (by 6/16):
 - Course Syllabus
 - News Bulletin (D2L Class Homepage)
 - Structure of Course Management System & Modules
 - Instructor Welcome Video
 - Review Module Resources
 - Assignment Sheet for Group Discussion Board Leadership Dialogue
 - Applied Pedagogy (Final Project) Assignment Sheet
 - Assignment Sheet for Participation, Collaboration, Class Engagement
- **Post** the following (due 6/16):
 - Resource Exploration, Reflection, & Sharing Activity-1 (DB Thread)
- **Read** Assigned Material (by 6/20):
 - *Media Literacy*, Chs 1, 2, 8, 9, 10, 20
 - *Convergence Culture*, “Introduction,” primary focus: p.13-24 (D2L)
 - “Critical Media Literacy, Democracy, and the Reconstruction of Education” (D2L)
 - “Students and Information Literacy: High School and Postsecondary Perspectives” (D2L)
- **Post** the following (due 6/20):
 - Student Introduction Videos (Posted to Discussion Board Thread)
 - Response to Module One Assigned Readings (Discussion Board Thread)
 - **Week TWO** Discussion Board Leaders **ONLY** – Dialogue Post for Week Two

Submodule: Multiple Intelligences, Multiple Literacies & 21st Century Learning Skills

- **Review** all of the following (by 6/16):
 - *Reading/Writing Connection*, Ch 5 (D2L)
 - 21st Century Learning Skills
 - Adapting Instruction for Multiple Intelligences:
 - Multiple Literacies for Advanced ELA Work:
 - The Many Forms of Literacies
 - Extensive List of Literacies

Submodule: Digital & Informational Literacy in the Post-Truth Era

- **Review** all of the following (by 6/16):
 - The Critical Literacy Media Project
 - Digital Literacy Lessons
 - Evaluating Sources in a Post-Truth World
 - Top 4 Citizen Activities for Middle School
 - Unit Plans for CCSS & Citizenship Goals
- **Choose** ONE of the following media experiences (or both if you'd like! – by 6/16):
 - Listen Radio Lab podcast episode on Technological Tools that Can Alter the Truth
 - View Netflix's documentary *The Social Dilemma*

WEEK TWO (6/21-6/27)

Module 2: Popular Culture, Media Studies, Multi-Genre Instruction & Social Justice Pedagogy

- **Review** all of the following (by 6/23):
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Sample Professional & Student Proposals
 - Review Module Resources
- **Post** the following (due 6/23):
 - Resource Exploration, Reflection, & Sharing Activity-2 (DB Thread)
- **Read** Assigned Material (by 6/27):
 - “It’s Not on the List: An Exploration of Teachers’ Perspectives Using Multicultural Literature” (D2L)
 - “But How Do We Do It? Practicing Culturally Relevant Teaching” (D2L)
 - *Can I Teach That*, “Battling a Book Challenge in a Small Town” (D2L)
 - *Workshopping the Canon*, Intro, Ch 1 & Appendix A (D2L)
 - “Classroom Conversations in the Study of Race & the Disruption of Social and Educational Inequalities” (D2L)
 - Group One Discussion Board Leadership Dialogue (in DB Thread)
- **Post** the following (due 6/27):
 - Response to Week Two Discussion Board Leadership Dialogue (DB Thread)
 - **Week THREE** Discussion Board Leaders **ONLY** – Dialogue Post for Week Three
- **Complete** the following (by 6/27):
 - Proposal for Final Project (D2L Dropbox Folder)

Submodule: Pop Culture & Pedagogy

- **Review** all of the following (by 6/23):
 - “Critical Pedagogy Through Popular Culture” (D2L)
 - *Seeing is Believing*, (Ch 3, D2L)
 - *Making Curriculum Pop* (Chs 4 & 5)
 - “Nine Tips for Engaging Your English Class with Pop Culture”

- “Pop Culture Connection & Dialogue in the Classroom”
- “Pop Culture in ELA”

Submodule: Engaging with Social Justice Pedagogy

- **Review** all of the following (by 6/23):
 - Illinois Culturally Responsive Teaching Standards
 - “Six Tips for Using Culturally Relevant Texts in the Classroom”
 - Equitable Teaching Practices Slideshow
 - Anti-Racist Teaching Online Resources
 - Anti-Racist and Anti-Bias Reading & Social Media Lists from EIU Alum
 - Rethinking “Euphemistic” Educational Language about Equity
 - Understanding Privilege (video, 13 min)
 - Privilege Checklists
 - Sexual harassment/Violence Prevention Discussion & Gender Privilege Activity
 - Sample Social Justice Lesson Plans

WEEK THREE (6/28-7/4)

Note: because our typical Sunday deadline falls on a holiday, students can complete tasks due on 7/4 by 11:59pm on 7/5 without penalty. (However, the typical week four Wednesday/Sunday deadlines will be in place so work could start to compound).

Module 3: Developing (Audio)Visual Literacy Skills & Analyzing Cultural Artifacts

- **Review** all of the following (by 6/30):
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Panel Presentation Schedule for Week Six (available after instructor review of proposals)
 - Assignment Sheet for (Audio)Visual Close Reading Lesson Plan
 - Review Module Resources – Choose Your Own Module Adventure Week: Review the resources in the Teaching Film & Television Submodules & then **CHOOSE ONE** additional submodule to engage with thoroughly. You are more than welcome to review the material from all of the submodules, however doing a deep dive into the ones that fit your professional goals may be more useful than a quick survey of all of the material.
- **Post** the following (by 6/30):
 - Resource Exploration, Reflection, & Sharing Activity-3 (DB Thread)
 - Focus Area for Mini-Lesson to the Google Sign-Up Sheet (no repeat topics allowed, if you think your focus area is too close to another peer’s check with the instructor)
- **Read** Assigned Material (by 7/4):
 - “Making Metaphor Visible: The Common Core, Poetry, and Visual Literacy” (D2L)
 - *Understanding Comics*, Chs 1 & 2
 - *Essential Cinema*, Chs 1, 2, 4, & 6
 - *Foundations of Design* (all chapters)
 - Week Three Group Discussion Board Leadership Dialogue (in DB Thread)
- **Post** the following (due 7/4):
 - Response to Week Three Discussion Board Leadership Dialogue (DB Thread)
 - Mini-Lesson & Instructional Materials for Peer Use/Review (DB Thread)
 - **Week FOUR** Discussion Board Leaders **ONLY** – Dialogue Post for Week Four
- **Complete** the following (by 7/4):
 - (Audio)Visual Mini-Lesson Lesson Plan (D2L Dropbox Folder)

CHOOSE YOUR OWN MODULE ADVENTURE WEEK, REVIEW THE FOLLOWING MODULE:

Submodules: Analyzing Film & Television

- **Review** all of the following (by 6/30):
 - *Ten Easy Ways* (Ch 4, D2L)
 - *Seeing is Believing* (Ch 1, 4, 6, 7, 8 & 9, D2L)
 - *Ten Easy Ways* (Ch 3 D2L)
 - Scaffolding Visual Literacy Skills (instructor video)
 - Resources for Teaching Film (Glossary, IMDB, Box Office Mojo, Movie Script Database)
 - Using Films in the Classroom: Adaptation & Beyond
 - Using Films to Teach Literary & Media Analysis Skills
 - Sample Film Analysis Lessons, Instructional Materials, & Student Projects
 - Teaching with Television (Student Presentation)
 - Teaching with Television
 - (Optional) Sneak Peak into Dr. Ames’s Book: *Small Screen, Big Feels*
 - Sample Instructional Lessons/Materials/Activity Sheet

CHOOSE AT LEAST ONE ADDITIONAL SUBMOULE FROM BELOW TO REVIEW:

Submodule(s): Teaching Media & Visual Literacy Skills through YouTube, Music Videos & Video Games

- **Review** all of the following by (6/30):
 - “Learning by Design: Good Video Games as Learning Machines” (D2L)
 - “Games & Education Scholar James Paul Gee on Video Games, Learning, and Literacy” (video, 6 minutes)
 - Using Video Games in the Classroom Slideshow
 - Using Video Games in the Classroom Resources
 - Examples of Using Video Game Clips in Thematic Units/Courses
 - “Critical Hip Hop Literacies” (D2L)
 - Using Hip Hop in the Classroom (Student Presentation)
 - Music (Videos) & Social Commentary
 - Sample Music & Music Video Lesson Plans and Activities
 - Sample Music Video Assignment Sheets & Lesson Plans
 - Sample Student Music Video Analysis Projects
 - Sample Assignment Sheet for Analyzing YouTube Videos
 - Sample Student YouTube Analysis Essays & Slideshows

Submodule: Using Art in the ELA Classroom

- **Review** all of the following (by 6/30, if chosen module):
 - Using Art in the English Language Arts Classroom (Instructor Video)
 - 100 Most Influential Photos – *Time* Magazine List
 - Art & Activism
 - Sample Analyzing Art Assignments

Submodule: Advertisements & Digital Marketing

- **Review** all of the following (by 6/30, if chosen module):
 - *Media Literacy*, Ch 11
 - Using Advertisements in the ELA Classroom (Instructor Presentation)
 - Teaching Advertisement Terms Graphic
 - Sample Advertising Analysis Essay Assignment Sheet

- Sample Student Ad Analysis Essays
- “Advertising on the Internet” Lesson Plan
- “You are the Product” Lesson Plan
- Advertisements & Social Commentary?

Submodule: Graphic Novels, Memes, Comics, & Political Cartoons, Oh My!

- **Review** all of the following (by 6/30, if chosen module):
 - Act V, *King Lear* & Graphic Adaptation (D2L)
 - Eisner Adaptation of *Hamlet* Scene (D2L)
 - *Seeing is Believing*, (Ch 2, D2L)
 - Multimodal Composition Review (Instructor Video)
 - “Understanding Comics” (Scott McCloud Ted Talk; this video reviews some of the material assigned for this week but expands beyond it as well. It may be a useful video for your classroom)
 - Teaching Graphic Narratives Resources
 - Political Cartoon Databases & Resources
 - Meme Generator
 - Activism & Memes: Scholarly Article on #IfSlavery Was a Choice (D2L)

WEEK FOUR (7/5-7/11)

Module 4: Digital Texts & Multimodal Composition

- **Review** all of the following (by 7/7):
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Resources for Writing Literature Reviews
 - Review Module Resources
- **Post** the following (by 7/7):
 - Resource Exploration, Reflection, & Sharing Activity-4 (DB Thread)
- **Read** Assigned Material (by 7/11):
 - *Multimodal Literacies & Emerging Genres*, Chs 1, 2, & 7
 - *Crafting Digital Writing*, Chs 4 & 6 (D2L)
 - Group Four Discussion Board Leadership Dialogue (in DB Thread)
- **Post** the following (due 7/11):
 - Response to Week Four Discussion Board Leadership Dialogue (DB Thread)
 - **Week FIVE** Discussion Board Leaders **ONLY** – Dialogue Post for Week Five
- **Complete** the following (by 7/11):
 - Literature Review for Final Project (D2L Dropbox Folder)

Submodule: Multimodal Composition

- **Review** all of the following (by 7/7):
 - *Ten Easy Ways*, (Ch 2, 7 & 9 D2L)
 - *Written Conversations* (Ch 6, D2L)
 - Sample Multimodal Assignment Sheets & Student Projects
 - Using Podcasts in the Classroom (Student Presentation)
 - Sample Student Podcasts & Video Essay Projects

Submodule: Reading the Digital Age

- **Review** the following (by 7/7):
 - *Connected Reading* (excerpts, D2L)
 - *Create, Compose, Connect* (excerpt, D2L)
 - Sample Hypertext & Digital Literature (seminal texts & emerging genres)
 - Sample Professional Photo Video Projects

WEEK FIVE (7/12-7/18)

Module 5: Real World Youth Digital Practices: From Fandom & Education to Politics & Activism

- **Review** all of the following (by 7/14):
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Review Module Resources
- **Post** the following (by 7/14):
 - Resource Exploration, Reflection, & Sharing Activity-5 (DB Thread)
- **Read** Assigned Material (by 7/18):
 - “Disrupting Educational Inequities through Youth Digital Activism” (D2L)
 - *Convergence Culture*, Ch 5 (D2L)
 - *Digital Fandom 2.0*, Ch 4 OR “Still Flying: Writing as Participatory Activism Across the Firefly ‘Verse” (D2L)
 - *Uncivil Wars: Political Campaigns in a Media Age*, Chs 8
 - Group Five Discussion Board Leadership Dialogue (in DB Thread)
- **Post** the following (due 7/18):
 - Response to Week Five Discussion Board Leadership Dialogue (DB Thread)
- **Complete** the following (by 7/18):
 - Final Project (D2L Dropbox Folder)

Submodule: Digital Activism, Online Writing Communities & Classroom Learning

- **Review** the following (by 7/14):
 - Social Justice Projects in the Classroom
 - Media Smarts – Engaging in Online Activism Lesson Plan
 - PBS: Student Voice-How Young People Use Social Media to Engage Civically
 - New York Times Lesson Plan-Historical & Current Student Activism
 - Learning for Justice Lesson Plan-Online Activism
 - Sample Assignment Sheet for Studying Hashtag Activism
 - Sample Student Group Blog Projects on Hashtag Activism
 - #MoveMe-A Guide to Social Movements & Social Media
 - Race & Social Media Undergraduate Student Blog
 - Sample Assignment Sheets & Student Samples of Digital Writing Studies

WEEK SIX (7/19-7/23)

Module 6: Critical Pedagogy in Action: Research Presentations & Teaching Demonstrations

- **Work** on the following:
 - Presentation/Demonstration Materials
- **Review** all of the following (by 7/21):

- News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- **Post** the following (by 7/14):
 - Presentation/Teaching Demonstration (to appropriate DB Thread by 11:59pm the day prior to your assigned panel presentation date: Panel One material due: 7/20, Panel Two material due: 7/21, Panel Three material due 7/22)
- **Complete** all of the following:
 - Responses to Peer Presentations/Demonstrations (during the 24-hour period of the assigned panel dates – Panel One review period: 7/21, Panel Two review period: 7/22, Panel Three review period: 7/23)
 - Course Evaluation (by 7/23)
 - (Optional) Instructor Created Evaluation (by 7/23)