Bread Loaf | Multimodal Writing Literacy in a Digital Age |

Dr. Cruz Medina

MW 9-11:45am | Chamisa 101
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Office hours:

Course Description

This class looks at how digital writing supplement and supports the teaching of writing, rather than supplanting it. Rhetoric of literacy crisis has changed the question from 'why can't Johnny write?' to 'why can't Johnny code?'; however, this rhetoric overlooks the history of multimodal composing in Writing Studies. By beginning with Gunther Kress' new media literacy, we can look at practices in the history of Writing Studies and develop critical philosophies for implementing digital practices in writing pedagogy.

In English and Writing Studies, composing written communication no longer singularly refers to alphabetic texts and the 'technology' of the essay. Reflecting metacognitively on the writing process will bring to light what happens in the translation of alphabetic texts into the genres available in online writing environments such as blogs, instructional YouTube videos and podcasts. Over the next six weeks, we will compose teaching with technology philosophies across modalities and create an online portfolio of our work in a blog as we reflect on how our philosophies evolve through the processes of (re)mediation.

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Course Goals and Outcomes

- Reflect on and articulate how technology such as cell phones, laptops and tablets mediate and affect your writing process and educational expectations.
- Understand how rhetorical design impacts multimodal and digital texts.
- Recognize the rhetorical effect of different modalities.
- Recognize the ways writing has always been multimodal
- Identify the design choices of a text and the efficacy of these choices, and articulate the choices in designing a meaningful digital composition.

Teaching Philosophy

As the professor, I am most effective with active engagement from the classroom community that builds knowledge through the exchange, synthesis, and articulation of ideas. Lecturing about writing has limitations because the writing process of individual writers varies; therefore, a guiding principle is that writing courses are a place of practice. Whether practice means individual and group analysis of heuristic texts, small group and large group discussions, or student-led activities, my emphasis is on the members of the class as knowledge-holders. Together, we are mediators of multiple modes for the appropriate rhetorical decision-making in the communication of unfamiliar and complex ideas.

Writing in the new media age means a degree of reliance upon the logic of the screen (*a la* Gunther Kress), and composing involves critical thinking about not only concepts and ideas, but also the individually selected goals that Jody Shipka differentiates from purposes of mediation. For me, critical thinking means rhetorically analyzing texts to find the purpose, audience and expectations of context. Effective writing comes from invention and the composing process includes taking a part and re-assemblage of texts to reveal how power moves through the symbolic action of discourse—all of which is context and audience-dependent.

Attendance Policy

Because the nature of this class is participatory, attendance is mandatory. One unexcused absence is allowed over the course of the session. Each unexcused absence after the initial unexcused will result in a full percentage subtracted from the course grade at the end of the quarter. There are no doctor's excused absences, only Dean's excused absences and religious observances. Punctuality is important, so two late arrivals will result in an unexcused absence.

Technology Policy

Laptops and cell phones in this class will be used strategically, meaning that you will only need to have out laptops or cell phones when using them for an in-class activity. Laptops should not be out during lectures or non-technology related activity.

Required Texts

Writer/Designer: A Guide to Making Mulitmodal Projects, Kristin Arola, Jennifer Sheppard
and Cheryl Ball. Bedford St. Martin's, 2014.

Remixing Composition: A History of Multimodal Writing Pedagogy, Jason Palmeri. Southern
Illinois University Press, 2012.

Literacy in the New Media Age (Literacies); by Gunther Kress. Routledge Press.

Other readings in pdf on Google Drive link:
https://drive.google.com/open?id=0B5xjkWGS2Ih8Z3BXeTFLREJxeW8

Assignments

Blog
Start a new blog (wix, weebly, wordpress, blogspot) that will serve as the platform for
posting the following assignments. In addition, you will post a blog response for each
night's reading, except on the night before your Article Discussion Activity. Your blog will
provide a space to document your writing and critical thinking about multimodal and
digital writing. This blog will include alphabetic, visual, and aural modes of communication.
Grading will include design considerations.

Alphabetic Teaching Philosophy
For Guidelines, Definitions, and Samples, click on this link: Teaching Philisophy Resource
Document. Post Teaching Philosophy Draft to your blog and paste the link to the Teaching
Philosophy Resource Document. Read at least one other student's Draft and post a
comment. Draft due in class **June 27; Due by midnight June 30**

Article Discussion Activity
Choose an article from the Google doc below and sign up for class session **7/4-7/27** to
present a text to the class in the form of presentation, discussion and/or class activity that
educates the class on the topic of the text.
https://docs.google.com/document/d/1qhguiV391lLGJiI4E_l-
4OWV3U4oovbtpSHgk5sgCTg/edit?usp=sharing

Teaching Philosophy (Re)mediated
(Re)mediate your alphabetic Teaching English/Writing with Technology Philosophy,
incorporating sources from the course. Use any preferred infographic free software
(easel.ly, canva, piktochart, infogr.am) to create a 8 1/2 by 11 inch infographic that
translate your alphabetic statement into visualized data. **Due midnight July 14**

Multimodal Teaching English/Writing with Technology Project
Create a 3-4 minute digital video using iMovie or Windows Movie Maker that
communicates your personal teaching philosophy about technology to an audience of your
professional peers and/or academic classmates. This digital project should include video
created by you, appropriately cited third-party images, and open source music with
Creative Commons with attribution license. **Due Midnight July 28.**

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Grade Breakdown
Blog: 20%
Alphabetic Teaching Philosophy: 20%
Article Discussion activity: 20%
Teaching Philosophy (Re)mediated: 20%
Multimodal Teaching Philosophy: 20%

Assignments will lose 10% of the possible point value each day they are late. If you turn something in five or more days late, you will earn no more than 50% of the total point value for the assignment.
All essays will be graded on a 100-point scale and then converted into a letter grade. Use the following scale to convert points into letter grades.

95-100 = A	67-69 = D+
90-94 = A-	64-66 = D
87-89 = B+	60-63 = D-
84-86 = B	0-59 = F
80-83 = B-	
77-79 = C+	
74-76 = C	
70-73 = C-	

Disability Accommodation:
To request academic accommodations for a disability, students must contact

Schedule (Date, Reading due, Activity)

Date	Class	Homework
Week 1 Monday June 20	Syllabus; Google Doc intro (course goals; exp teaching w/tech); start blogs (welcome, about you & class page) & share links on Google Doc	**Read/review:** Palmeri Ch. 1 & 2 **Write blog post & Share link w/group**: Write & post a response to an argument or example Palmeri highlights about multimodal writing
Wednesday June 22	Palmeri ("first time print died"); teaching philosophy statement assignment; analyze examples (in pairs) what to include in teaching philosophy genre (characteristics, concrete examples)	**Read & Post**: Palmeri Ch. 3 & 4 **Write & Submit by Sat midnight**: Teaching with Technology Philosophy with references to Palmeri or scholars cited by Palmeri
Week 2 Monday June 27	Palmeri; (process; technology; limits alphabetic text) writing, technology; aural; oral; alphabetic; 'creative translations'; process; technology; limits alphabetic text; In class peer feedback on Teaching Philosophies Draft (due)	**Read & Post**: Kress Ch. 1 & 2
Wednesday June 29	Kress; effective visuals (emojis, memes, snapchat); Kress memes	**Read & Post**: Kress Ch. 3 & 4 **Write**: *Final Alphabetic Teaching Philosophy due midnight June 30*
Week 3 Monday July 4	Assignment (Re)mediating Teaching Philosophy; Infographics; Kress; (future, literacy, writing, modes); Article Discussion Activity	**Read & Post**: DeVoss "Teaching Philosophy" & *Writer/Designer* Ch. 1 "What are Multimodal Projects?" Write:
Wednesday July 6	*Writer/Designer* Ch. 1 "What are Multimodal Projects?" & DeVoss Article Discussion Activity	**Read & Post**: McLuhan "Medium" & *Writer/Designer* Ch. 2 "Analyzing Multimodal Projects" Write: Draft (Re)mediated Teaching Philosophy

Week 4 Monday July 11	Peer-review Infographics; *Writer/Designer* Ch. 2 "Analyzing Multimodal Projects" & McLuhan Article Discussion Activity	**Read & Post**: Bolter "Alone and Together in the Electronic Bazaar" & *Writer/Designer* Ch. 3 "Choosing a Genre and Pitching Your Project"
Wednesday July 13	*Writer/Designer* Ch. 3 "Choosing a Genre and Pitching Your Project" & Bolter Article Discussion Activity	**Read & Post**: Shipka "Framework for Multimodal Projects" & Ch. 4 "Working with Multimodal Sources" **Write**: Final (Re)mediated Teaching Philosophy (*due midnight July 14*)
Week 5 Monday July 18	Multimodal Project Assignment; Shipka Article Discussion Activity	**Read & Post**: Selfe "Aurality" & *Writer/Designer* Ch. 5 "Assembling Your Technologies and Your Team"
Wednesday July 20	*Writer/Designer* Ch. 5 "Assembling Your Technologies and Your Team" & Selfe Article Discussion Activity	**Read & Post**: Adams "Introduction" & *Writer/Designer* Ch. 6 "Designing Your Project"
Week 6 Monday July 25	*Writer/Designer* Ch. 6 "Designing Your Project" & Adams Article Discussion Activity	**Read & Post**: Fulwiler and Middleton & *Writer/Designer* Ch. 7 and Ch. 8
Wednesday July 27	*Writer/Designer* Ch. 7-8 & Fulwiler and Middleton Article Discussion Activity	**Write**: Multimodal Projects *due midnight July 28*
Thursday July 28 (midnight) *Saturday July 30*	**Multimodal Projects due** *Commencement*	*Have a great Summer!*