

## LAE 6348: Teaching Multiliteracies

8/26/2024-10/20/2024

Online

**Instructor:** Michelle Commeret, Ph.D. Candidate

**Contact Information:** [mcommeret@ufl.edu](mailto:mcommeret@ufl.edu)

**Zoom Office Hours:** *by appointment only - email to schedule*

**Classroom:** Asynchronous Online (<https://ufl.instructure.com/>)

**Technical Support:**

Website: <https://lss.at.ufl.edu/help.shtml>

Phone: 352-392-4357

E-mail: [learning-support@ufl.edu](mailto:learning-support@ufl.edu)

(NOTE: This course is housed in the UF School of Teaching and Learning.

If you have questions, please contact the course leader, Dr. Angela Kohnen, at [akohnen@coe.ufl.edu](mailto:akohnen@coe.ufl.edu)).

### Course Description

This course introduces the field of new literacy studies and identifies how emerging understandings of literacy can support the development of academic literacies. During the course, educators examine the attributes of fully literate learners and focus on how to develop those attributes through a variety of academic and popular culture texts.

### Course Objectives

By the conclusion of this course, successful students will be able to

- Explain the concept of "new literacy studies"
- Identify how "new literacy studies" are connected to learning and identity
- Describe the following concepts: multiliteracies, multimodal texts, literate learners, and appropriate pedagogy for teaching multimodal texts and developing multiliteracies
- Synthesize and apply course concepts to create teaching projects or an academic paper focused on multiliteracies

### Required Text

Anstey, M., & Bull, G. (2018). *Foundations of Multiliteracies*. Routledge.

*\*\* Additional readings will be made available via Canvas \*\**

## Assignments/Grading

- Weekly Work (40%): Weekly discussion board posts and responses (Note: you are expected to engage in substantive discussions with group members, including lengthy posts and replies)
- Module Papers/Projects (60%): 4 papers worth 15% each; more details are provided for each on Canvas

**Participation:** This course will be enriched and your learning enhanced by your active participation. You are expected to complete all assigned readings and to draw on the readings as you complete assignments and participate in online forums. Consider how readings are related to the purpose of the class and raise thoughtful questions about what the readings might mean or how they might be applied to literacy teaching and learning.

This is a graduate course. You are expected to be engaged—check email, participate in forums, read about assignment requirements before you complete the work, and communicate with others in a reasoned and professional way.

*All discussion forums, assignments, and projects must be submitted to earn a passing grade in the course.*

**Penalty for Late Work:** Deadlines are firm in this class and late work will receive point deductions (10% for each day your work is late). If you believe you deserve an exception, please contact me to discuss your situation.

**Professionalism:** Consider your professional ethos when submitting all written work. Mechanics of proper writing procedures are important in your written assignments. Use APA 7<sup>th</sup> edition for all written work (e.g. Canvas posts, course assignments, papers, projects, etc.). All papers written for this class need to be typed in a word document, double-spaced with 12-point font. See the following website for information on APA formatting: <https://owl.english.purdue.edu/>.

## Grading Scale:

94.0 – 100 A	74.0 – 76.9 C
90.0 – 93.9 A-	70.0 – 73.9 C-
87.0 – 89.9 B+	67.0 – 69.9 D+
84.0 – 86.9 B	64.0 – 66.9 D
80.0 – 83.9 B-	60.0 – 63.9 D-
77.0 – 79.9 C+	

University Grading Policies can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Office Hours and Communication

The easiest way to contact me is via email. I will respond within 24 hours during the work week. If you do not hear from me during that time, please send another email.

If you would like to arrange a time to talk with me over the phone, Zoom, or in person, I am happy to do so. Once again, the easiest way is to send an email to make an appointment.

Please NOTE: If you are waiting until the last minute to do your assignments and run into trouble, you may not get a response from me before the deadline. If your question could have been answered by reading the assignment description or utilizing resources already posted to Canvas and you miss a deadline, your work will be considered late. I really, really want you to be successful in this class and therefore have put a lot of effort into writing clear, thorough descriptions of assignments. Please read these descriptions.

Second NOTE: I expect creativity and variety in your work. Though I provide a lot of detail on the assignments, I also leave what I consider “thinking space”-- room for you to explore and create. I will not give you extra models or more detailed rubrics than I have already provided. I find that when I do that, student thinking is limited.

## Course Content

Course content is organized into four modules by topic.

### *Module 1 (8/26-9/8): History of Multiliteracies*

Project 1 due: Reacting to the New London Group

### *Module 2 (9/9-9/22): Being Multiliterate*

Project 2 due: Literacy and Place

### *Module 3 (9/23-10/6): Pedagogy of Multiliteracies*

Project 3 due: Curriculum or Lesson plan

### *Module 4 (10/7-10/20): Researching and Assessing Multiliteracies*

Project 4 due: Curriculum Project, Academic Paper, or Pecha Kucha

In general, the following schedule will apply:

- All modules will run for two weeks, Monday-Sunday. New modules will open a week in advance for those who like to work ahead. Please note that if you are working ahead, you are still expected to complete discussion board responses when your classmates catch up. I will make an effort to grade materials as they are submitted, but I cannot guarantee I will grade work prior to the due date.

- In general, you will have something due every WEDNESDAY, FRIDAY, and SUNDAY. Deadlines are always 11:59 PM.
- A complete table of all course deadlines is posted at the end of this syllabus and to the main page of Canvas. I will send out course announcements with any changes
- Please note that on discussion board posts, you will have an initial post deadline and then a response deadline.

### Grading Criteria for “Weekly Work” Discussion Board posts:

Each time you have a discussion board post, there will be specific instructions for your responses. The following criteria will be used to evaluate your posts:

- Initial Posts: Did you address the questions in the prompts and/or the readings? Was your treatment of the content thorough or superficial? Did you provide evidence/support for your assertions, as needed? Was your post on time?
- Responses: Is there evidence that you read the initial post in your response? Does your response address the initial poster’s questions/comments and/or extend his/her thinking? Did you respond to enough people?

Discussion Board Rubric				
	Excellent	Satisfactory	Developing	Unacceptable
Initial Post	The post completely and thoroughly answered the prompt with support and well-developed ideas. Post was on time.	The post answered the prompt with support and developed ideas. Post was on time.	The post answered some of the prompt; contains limited support or undeveloped ideas.	The post did not answer the prompt. Answers were not indicative of graduate level work.
Replies	Responses to classmates are thoughtful, thorough, and on time.	Responses to classmates are thoughtful and on time, although they may lack substantial thought.	Responses to classmates are thoughtful, although they may be late and lack substantial thought.	Responses to classmates are inadequate for graduate level work.

You receive one grade for each assigned discussion. The grade is made up of your initial post + your response post/s. I often provide feedback (via replies within the discussion board) before I grade your posts.

I consider discussions to be a place to test your thinking and explore ideas—what is referred to pedagogically as formative assessments. If you complete the posts with support and well-developed ideas, you will receive “excellent” ratings on your discussions (90-100% of possible points). If your posts are undeveloped you may receive “above average” (80-89%) or “satisfactory” (70-79%) ratings.

Discussion board posts are somewhat like “participation points” in a face-to-face class—and I really, really, really want you all to earn your points for discussion boards.

A note on Artificial Intelligence tools (including ChatGPT, image generators, and any other AI tool): your written work in this class is expected to be your own. Use of AI tools, even to create first drafts or discussion board posts, is considered plagiarism in this class, unless expressly permitted in my directions. This class challenges the idea of “literacy” and new AI text generators are definitely requiring us to think about literacy anew. I will try to make space for that in the class. However, I also deeply believe in the power of writing as a tool for thinking, and many of my assignments assume that you will do the messy work of creating your own texts. Using AI tools to complete this work will be treated as a violation of the honor code.

### Penalty for Late Work:

The course requires active participation and interaction with classmates. Late initial posts will be deducted 20% for the first day late, with 10% additional deduction per day thereafter. No late initial posts will be graded after the response deadline has passed (i.e., you will receive a 0). Late initial posts also may not receive responses from group members. Response posts made after the response deadline will be deducted 50% the first day, with 20% additional deductions per day thereafter. No late response posts will be graded if they are submitted 3 days after the deadline.

Late papers will be deducted 20% for the first day late; 10% per day thereafter. No points will be awarded for papers submitted seven days after the deadline has passed. If you believe you deserve an exception, please contact me to discuss your situation. If you can anticipate problems in advance, please do so.

### University and Course Policies

Attendance: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. Any

writing that you do in this course must be entirely your own work. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

**Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."

**Student Health, Counseling and Wellness Services:** If you have academic concerns related to this course, you should contact the instructor in person or via email. You also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with your academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling and Wellness Center, 352-392-1575. Visit the website for more information: <http://www.counseling.ufl.edu/>. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789.

**Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## LAE6348: Teaching Multiliteracies WEEKLY SCHEDULE - Fall 2024

Module	Readings	Week	Wed	Fri	Sun
1: <b>The history of multiliteracies</b>	Module overview	8/26-9/1	Discussion board #1: Literacies in the world	Discussion board reply	Discussion board #2: Grappling with the New London Group
	Anstey & Bull, ch 1 (course text)  New London Group article (on canvas)  Serafini & Gee, ch 1 (on canvas)	9/2-9/8	Discussion board reply		Project #1: Reaction to the New London Group
2: <b>Being multiliterate</b>	Module overview (video)	9/9-9/15	Discussion board #3: Literacy and identity	Discussion board reply	Discussion board #4: Literacy and place brainstorming
	Anstey & Bull, chs 2-3 (course text)  Pahl & Rowsell, ch 5 (on canvas)	9/16-9/22	Discussion board reply		Project #2: Literacy and place
3: <b>Multiliteracies pedagogy</b>	Module overview	9/23-9/29	Discussion board #5: Multiliteracies pedagogy	Discussion board reply	Discussion board #6: project brainstorming
	Luke & Freebody (on canvas)  Serafini (on canvas)  Alvermann (on canvas)	9/30-10/6	Discussion board reply		Project #3: curriculum or lesson plan
4: <b>Multiliteracies assessment and research</b>	Module overview	10/7-10/13	Discussion board #7: Final project brainstorming	Discussion board reply	Discussion board #8: Assessing multiliteracies or final project update
	Anstey & Bull, ch 6 (course text)  Jacobs (on canvas)	10/14-10/20	Discussion board reply		Project #4