

Education 633-921: Literacies and Technologies
(And the politics of representation)
Summer Session II – 2004
Tuesday/Thursdays 1:00-4:00PM in room 008

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Course Description:

Relationships between literacies and technologies have been evolving significantly in the last decade such that the very notions of communication, representation and meaning making are being transformed. This course uses a broad conceptualization of literacy, wherein reading and writing are socially situated acts that are informed by the historical, cultural, and social contexts in which they are practiced; such a view understands literacy as multiple, that is *literacies*, and to be enacted as a social practice, that is literacy practices. Therefore, in addition to inquiring deeply into the contexts in which reading and writing occur across contexts, we will also explore the possibilities of new literacies that emerge from new technologies; including, but not limited to the visual, digital, and other hybridized realms that are involved in the ways that literacies are engaged for meaning making across contexts and modalities. In particular, we will explore what it means to represent in this digital age – that is, whose ideas are represented? In what ways? For what purposes? And, more broadly, who tells the stories that are heard, and whose are silenced?

Literacy is a contested space in which the dynamics of power, voice, access, identities, and representation are always at play. Within this frame, we will consider the implications that technologies – including the Internet and related applications, and multimedia – have for literacy education and consider the following points of inquiry as we move through the course:

- What *are* literacies in the age of new technologies, and how are they changing?
- What new spaces for ‘self authoring’ and representation are opened up by new technologies? And what are the possibilities of these spaces for enacting social change in and out of schools?
- What are the new roles of schools, after-school programs, and other spaces of learning in supporting the literacy learning of children and youth?
- What are the implications of this conversation about literacies and technologies for the related areas of pedagogy, research, and policy?

In this course, students will engage critically with range of perspectives on literacies and technologies, and the ways that they are situated in our society across a variety of contexts. The texts for this course will cover four broad areas of scholarship that will illuminate our discussions throughout this course: 1) **Literacies and technologies in social contexts**; 2) **Multimodality and multiliteracies**; 3) **Spaces for literate engagements**; and 4) **Representations of meanings and identities across modalities**. Each of these sections introduces a lens through which we will engage current discourses and debates about literacies and technologies. The texts represent a range of disciplines and perspectives that are inform the questions that frame this course. While we will read a wide variety of texts as a whole class, students will be asked to inquire deeply into one topic relevant to their practice – as practitioners

and researchers – and be given the choice to tailor some of their readings to their individual sites of inquiry. These choice texts are indicated below, and present different perspectives on the issues relevant to this course.

Course Texts:

Required texts:

Bulkpack – Replica Copy Center will deliver copies for purchase during the third class. Cash and check are accepted.

Goodman, S. (2003). *Teaching youth media : a critical guide to literacy, video production & social change*. New York: Teachers College Press, c2003.

Recommended Text: If you have not read *Social Literacies*, please read this text for **class 4 (July, 8th)**

Street, B. (1995). *Social Literacies: Critical approaches to literacy development, ethnography, and education*. New York: Longman.

Choice texts: Students will choose one additional texts to review closely that is aligned with their interests in taking this course. These texts will be made available on loan, online, or in the library. Listed below are a few titles. These and several other titles will be added to the class bibliography, which can be found on Blackboard.

Alvermann, D. (2002). *Adolescents and Literacies in a Digital World*. New York, NY: Peter Lang.

Bruce, Bertram C., editor (2003) *Literacy in the Information Age: Inquiries Into Meaning Making With New Technologies*. Newark, Delaware: International Reading Association.

Fisherkeller, J. (2002). *Growing up with Television: Everyday learning among young adolescents*. Philadelphia: Temple University Press.

Holloway, S. & Valentine, G. (2001). *Cyberkids: Youth identities and communities in an on-line world*. New York: Routledge.

Snyder, I. (2002). *Silicon Literacies: Communication, Innovation and Education in the Electronic Age*. New York: Routledge.

Course Activities and Assignments

(see schedule below for all due dates)

Journals: (ongoing; see schedule for due dates)

Students are asked to keep a journal to reflect on their journey through this course; they will meet regularly with their journal group in class. Students will be occasionally expected to share certain selections from their journal – i.e. inquiry questions, reflections on self-representations, responses to texts, implications for research and practice.

Self representations: **(60% of total grade)**

During the course, students will be asked to construct three self representations that highlight different modes of meaning making (visual, written, aural, tactile). The idea here is that we are our own texts, a starting point from which to engage multiple literacies and technologies for the purposes of representation. In undertaking these projects, keep your inquiry questions close in mind as they may shape *how* you represent yourself. We will explore these ideas together in class, *prior* to when the representations are due.

Self representation 1: Due Class 3

Memoir Pockets – Fashion a pocket using an artifact that holds meaning for you (e.g. the cover of a favorite magazine or newspaper, old t-shirt, etc.) and then include up to four artifacts that hold *stories about literacy in your life*.

Self representation 2: Due Class 6

Choose **one** of the following for week 6: Focus here on your multiple subjectivities (e.g. sister, son, cyclist, graduate student, Cosi card holder ☺)

Life Soundtrack – Think about the sounds of your life and the stories they hold for who you are (e.g. traffic in the morning, that Manilow song that always puts you to bed, the crazy neighbor who vacuums at midnight) and put them together on a CD, complete with jacket cover and jewel case. Be prepared to share the story/ies of your soundtrack.

Self Portrait – What can you represent about your life visually? What can you communicate using only images? Imagine photographs, but don't forget about silent movies, painting, mixed media collage...

Self representation 3: Due Class 9

Multimodal stories – Using one of the readily available video editing programs (e.g. I*Movie, Final Cut Pro, Windows Movie Maker), students will construct a brief biographical sketch of their *literacy histories*. These stories will be about a minute long; they will have the opportunity to further develop these stories for their reflection projects.

Reflection Project: Due Class 12 **(40% of total grade)**

As the culminating activity for this course, students are asked to demonstrate the journey of their initial inquiry upon entering this course. This project should draw on a range of modes in the construction and representation of the inquiry. Students should address the following questions in their projects:

- What was your path of inquiry into literacies, technologies, and representation in this course?
- Where do you stand now in relation to the questions that guided this course?
- What are the future directions for your work as a practitioner and/or researcher?
- How do you understand the politics of representation in this age of new literacies and technologies?

You are encouraged to draw on the projects from the course, your research journal, class conversations and texts in this work.

Course Schedule:

Class/ Date	Focus	Texts
<p>1 June 29</p>	<p>Introduction to course</p>	<p>www.glef.org - George Lucas Foundation Video from San Fernando High School</p>
<p>2 July 1</p>	<p>Literacies and technologies in social contexts</p>	<p>Hagood, M.C. (2003). New media and online literacies: No age left behind. Supplement to Hagood, M.C., Leander, K.M., Luke, C., Mackey, M., & Nixon, H. (2003). Media and online literacy studies (New Directions in Research). <i>Reading Research Quarterly</i>, 38(3), 387-391.</p> <p>Leander, K.M. (2003). Writing travelers' tales on new literacyscapes. Supplement to Hagood, M.C., Leander, K.M., Luke, C., Mackey, M., & Nixon, H. (2003). Media and online literacy studies (New Directions in Research). <i>Reading Research Quarterly</i>, 38(3), 392-397.</p> <p>Warschauer, M.. (July, 2002). Reconceptualizing the Digital Divide. http://www.firstmonday.dk/issues/issue7_7/warschauer/index.html</p> <p>Center for Media Education. (2001) Teensites.com: A field guide to the new digital landscape. Center for Media Education Report. Washington, D.C. http://www.centerforsocialmedia.org/cme/teen_sites.htm</p> <p>Due: Inquiry questions (first draft)</p>
<p>3 July 6</p>		<p>Cook-Gumperz, J. (1986). Literacy and schooling: an unchanging question? In J. Cook-Gumperz, (Ed.) <i>The social construction of literacy</i>, (pp.16-44) Cambridge, England: Cambridge University Press.</p> <p>Kalantzis, M. & Cope, B. (2000). "Changing the Role of Schools." In B. Cope and M. Kalantzis, (Eds). <i>Multiliteracies: Literacy Learning and the Design of Social Futures</i>, (pp. 121-148). New York: Routledge.</p> <p>Hamilton, M. (2000). Expanding the New Literacy Studies. In D. Barton, M. Hamilton, and R.Ivanic (Eds.) <i>Situated Literacies: Reading and Writing in Context</i>, (pp. 16-34). London: Routledge.</p> <p>Luke, C. (2003). Pedagogy, connectivity, multimodality, and interdisciplinarity. Supplement to Hagood, M.C., Leander, K.M., Luke, C., Mackey, M., & Nixon, H. (2003). Media and online literacy studies (New Directions in Research). <i>Reading Research Quarterly</i>, 38(3), 397-403.</p> <p>Due: Memoir Pockets</p>

<p style="text-align: center;">4 July 8</p>	<p>Multimodal literacies</p>	<p>Recommended text: Street, B. (1995). <i>Social Literacies: Critical approaches to literacy development, ethnography, and education</i>. New York: Longman.</p> <p>Anstey, M. (2002). "It's not all black and white": Postmodern picture books and new literacies. <i>Journal of Adolescent & Adult Literacy</i>, 45(6), 444-457.</p> <p>Kinzer, C.K. (2003, June). The importance of recognizing the expanding boundaries of literacy. <i>Reading Online</i>, 6(10). Available: www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/kinzer/index.html</p> <p>Mavers, D. (2003). Communicating Meanings through Image Composition, Spatial Arrangement and Links in Primary School Student Mind Maps. In G. Kress & C. Jewitt (Eds.) <i>Multimodal Literacy</i>. (pp. 19-33). New York, NY: Peter Lang.</p> <p>Kress, G. & Jewitt, C. (2003). Introduction. In G. Kress & C. Jewitt (Eds.) <i>Multimodal Literacy</i>. (pp. 1-18). New York, NY: Peter Lang.</p>
<p>No Class July 13</p>		<p><u>Due July 13: Inquiry questions (second draft)</u> → Email these to Lalitha to get feedback by 7/15</p>
<p style="text-align: center;">5 July 15</p>		<p>Goodman, S. (2003). <i>Teaching youth media : a critical guide to literacy, video production & social change</i>. New York: Teachers College Press, c2003.</p> <p>Beilke, J.R. & Stuve, M.J. (2004). A Teacher's use of digital video with urban middle school students: Expanding definitions of representational literacy. <i>The Teacher Educator</i>, 39(3), 157-169.</p> <p>Wissman, K. (2003). "Can't Let it All Go Unsaid": Sistahs Reading, Writing, and Photographing Their Lives. <i>Penn GSE Perspectives on Urban Education</i>, 1(3). Available: http://www.urbanedjournal.org/archive/Issue3/notes/notes0006.html</p> <p>Silence Speaks (Website) www.silencespeaks.org</p> <p><u>Due: Life Soundtrack or Self Portrait</u></p>
<p style="text-align: center;">6 July 20</p>	<p>Spaces for literate engagements</p>	<p>FisherKeller, J. (2002). <i>Growing up with television: everyday learning among young adolescents</i>. Philadelphia, PA: Temple University Press. Introduction (pp. 1-8) & Chps. 3 (pp. 57-77) & 6 (pp. 117-132)</p> <p>Gee, J.P. (2003). Introduction. & Semiotic Domains: Is playing video games a "waste of time"? In J.P. Gee <i>What video games have to teach us about learning and literacy</i>. (pp. 1-50; pp. 207-212). New York: Palgrave Macmillan. 2 chapters & Appendix</p> <p>Recommended: Gee, J.P. (2003). High Score Education. <i>Wired Magazine</i>. 11(05). http://www.wired.com/wired/archive/11.05/view.html?pg=1</p> <p>King, B. (2003) Educators Turn to Games for Help. <i>Wired Magazine</i>. http://www.wired.com/news/games/0,2101,59855,00.html</p>

<p>7 July 22</p>		<p>Lankshear, C. & Knobel, M. (2003). "Digital Epistemologies": Rethinking knowledge for classroom learning. & New Ways of Knowing: Learning at the Margins. In C. Lankshear & M. Knobel, <i>New Literacies: Changing knowledge and classroom learning</i>. (pp. 155-177; pp.178-206). Philadelphia: Open University Press.</p> <p>2 chapters</p> <p>Haas, A., Tulley, C., & Blair, K. (2002). Mentors versus masters: Women's and girls' narratives of (re)negotiation in web-based writing spaces. <i>Computers and Compositions</i>, 19, 231-249.</p> <p>Morrell, E. (2002). Toward a critical pedagogy of popular culture: Literacy development among urban youth. <i>Journal of Adolescent & Adult Literacy</i>, 46(1), 72-77.</p> <p>Juvenile Justice: Five Stories of Struggle http://www.pixelpress.org/juvenilejustice/index.html</p>
<p>8 July 27</p>		<p>Moje, E.B. (2002). Re-Framing adolescent literacy research for new times: Studying youth as a resource. <i>Reading Research and Instruction</i>, 41(3), 211-228.</p> <p>Kellner, D. (2002). Technological revolution, multiple literacies, and the restructuring of education. In I. Snyder (Ed.) <i>Silicon Literacies</i>. (pp. 154-169). New York: Routledge.</p> <p>Due: Multimodal stories</p>
<p>9 July 29</p>	<p>Representations of meanings and identities across modalities</p>	<p>Sugimoto, T. & Levin, J. A. (2000). Multiple literacies and multimedia: A comparison of Japanese and American uses of the internet. In G. E. Hawisher & C. L. Selfe, (Eds.) <i>Global Literacies and the World-Wide Web</i>. (pp. 133-153). New York: Routledge.</p> <p>Richardson, E. & Lewis, S. (2000). "Flippin the script"/"Blowin up the spot": Puttin' Hip-Hop online in (African) American and South Africa. In G. E. Hawisher & C. L. Selfe, (Eds.) <i>Global Literacies and the World-Wide Web</i>. (pp. 251-276). New York: Routledge.</p> <p>Tyner, K. (1998). Representing Literacy in the Age of Information. In <i>Literacy in a Digital World: Teaching and Learning in the Age of Information</i>, (pp. 92-128). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Literacy through Photography: http://cde.aas.duke.edu/ltp/showtell/index.html</p>
<p>10 August 3</p>		<p>Blackburn, M. (2003). Disrupting the (hetero) normative: Exploring literacy performances and identity work with queer youth. <i>Journal of Adolescent & Adult Literacy</i>, 46(4), 312-324.</p> <p>Sutton, S.S. (2004). Spoken Word: Performance Poetry in the Black Community. In <i>What they don't learn in school</i>. J. Mahiri (ed.) (pp. 213-242). New York, NY: Peter Lang.</p> <p>Jordan, J. (2004). Response to "Spoken Word." In <i>What they don't learn in school</i>. J. Mahiri (ed.) (pp. 243-245). New York, NY: Peter Lang.</p>

		“Visualising Ethnography” (website) www.lboro.ac.uk/departments/ss/visualising_ethnography/
11 August 5		Class (re)presentations – Reflection Projects