

# ENG 5900

## Digital Literacies



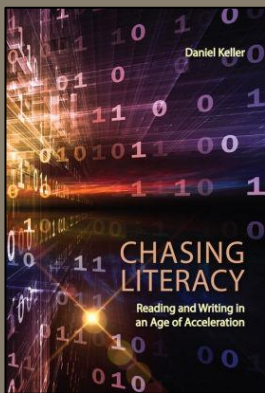
### Course Information

Location: Online (Blackboard)  
Days: Tuesdays & Fridays  
Dates: Aug. 23<sup>rd</sup> to Oct. 8<sup>th</sup>

### Course Description

ENG 5900 focuses on digital literacies—reading, writing, and making meaning in digital, primarily online, spaces. This is a graduate-level course designed for the MAE online degree program. We will be focusing on understanding theories of digital literacies and applying them to classroom practice. The primary purpose of this course is to encourage students to reflect on and expand the ways that both teachers and students make meaning in digital environments.

### Textbook & Readings



*Chasing Literacy*  
By Daniel Keller

Readings will come from the textbook or will be provided as PDFs in Blackboard. Please read all readings carefully and post an in-depth response. Replying to your peers' responses is required.

### Dr. Ryan P. Shepherd



Email: [RPShepherd@gmail.com](mailto:RPShepherd@gmail.com)  
Office: Ellis Hall 311  
Phone: (740) 593-2803  
Office Tuesdays & Thursdays  
Hours: 2-3 pm (on MS Teams)  
Cell: (602) 369-6496

### Course Outcomes

By the end of this course, students will be able to:

- Identify key terms related to digital literacies, such as multimodality, affordances, constraints, discourse, collaboration, control, and interactivity.
- Evaluate the range of digital reading styles and determine when to use “fast” or “slow” rhetorics
- Critique social media spaces in depth
- Edit and evaluate wikis
- Apply lessons from digital literacies to develop pedagogical approaches appropriate for their teaching context
- Reflect on and justify uses of digital literacies in their classrooms

## Major Projects

### Space Critique



For the Space Critique, you will choose a small digital space that you regularly use or would like to learn more about. Based on what we have read, learned, and discussed, you will critique the space, analyzing the affordances and constraints of use, the discourse systems used, the exercise of control, and ways users collaborate. Your Space Critique should be multimodal, including links, images, audio, and/or video in addition to alphabetic text.

### Digital Pedagogy Project



For the Digital Pedagogy Project, you'll choose a single assignment that you currently do with your students or one that you would like to do. This assignment will be the basis for the project. In Part 1 of the Digital Pedagogy Project, you will explain the context in which the assignment takes place, the desired outcomes of the assignment, and how the assignment has been done previously. Then, you will present a new version of the assignment that incorporates lessons from the class, including (but not limited to), multimodality, critical literacies, and collaboration. The new version of the assignment should include how you would explain the assignment to students (including grading), how desired outcomes have been met, and any additional materials that help support the assignment, such as reading lists, videos, handouts, and so on. Part 1 will be a traditional paper, but you are encouraged to include images and links along with the text. In Part 2, you will complete the assignment as laid out in Part 1 and include a brief reflection about what you learned from completing the assignment. In Part 3, you will create a short multimodal presentation explaining the assignment to your peers in the class (so that others may learn from what you've created and adapt it to their own teaching contexts). Part 3 may take the form of a video, a website, a social media page, a Prezi, or any other multimodal form.

## Activities



In addition to major projects, you'll be asked to take part in 8 smaller activities. These activities create hands-on or reflective tasks conducive to learning. Details for each activity are available in the folder for the day in which it is due.

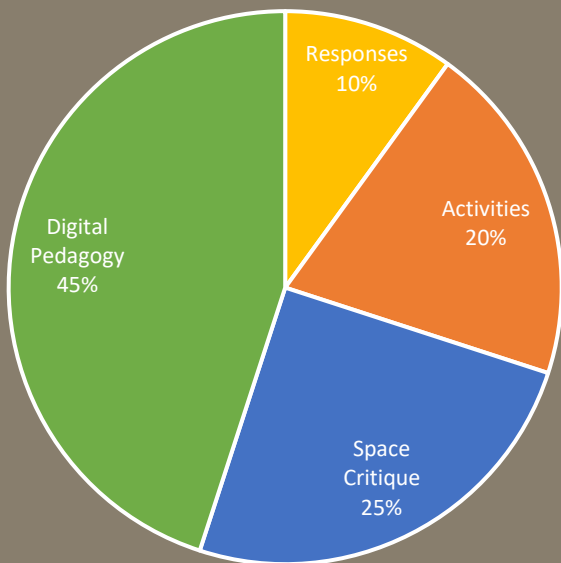
## Responses



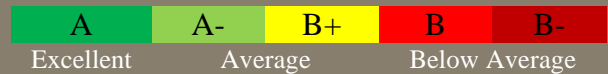
For each reading, you'll be asked to write a short response. These responses should be roughly 300 words. Details for each response are available in the folder for the day in which it is due.

## Grading

Your final grade will be broken down into the following percentages:



## Grading Scale



- A** Outstanding: Expectations exceeded for all class assignments.
- A-** Good: Expectations met for all class assignments.
- B+** Acceptable: Expectations met with minor problems.
- B** Borderline: Expectations met with several minor problems.
- B-** Unacceptable: One or more assignments did not meet expectations for graduate work

## Participation & Class Environment

Please do your best to encourage open dialog and civil discussion. Keep up with class material and engage with topics both inside and outside of class time.

### Participation

You are expected to engage actively in class discussion and activities. Please be civil to other members of the class and actively keep dialog open. If you cannot remain civil, your posts will be deleted, and you will not receive credit for them.

### Late Assignments

Late response assignments will not be accepted. Late major projects will only be accepted with prior approval. Except in extreme cases, late major projects will lose 10% per day until they are turned in.

## Plagiarism Reminder

All class content—including discussion posts, activities, and major assignments—should be created by you. You can quote from sources with proper citation. You are *not* permitted to:

- Use images that you did not capture or create yourself in any projects.
- Use handouts created by other teachers in the Digital Pedagogy Project.
- Use videos, sound, or readings without giving full credit and linking to the original.

Using content that you did not create will result in failure of that assignment. Doing this a second time will result in failure of the class.