

St. Catherine University  
Master of Library and Information Science Program  
**LIS7270, Information Literacy in the Digital Age**  
3 Credit Course  
Spring 2016  
Thursday, 6-9 p.m., Coeur de Catherine (CDC) Room 20  
Syllabus date: January 25, 2016

**Notes: Please check the syllabus date and make sure that you have the latest of this syllabus before you come to the first class.**

Instructor: Sook Lim, Associate Professor

Office: CDC Room 46

Office Hours: 4:30 to 5:45 PM on Wednesday, Thursday; and by appointment

Office Phone: 651 690 6888

Email: [slim@stkate.edu](mailto:slim@stkate.edu) (best way to contact me)

Homepage: <http://sooklim.org>

Course syllabus at <http://www.sooklim.org/teaching/teaching.html> (A final version of this syllabus will be posted to both this site and D2L)

### **COURSE DESCRIPTION**

This course examines information literacy in the broad contexts of New Literacies Studies, which regard literacy as a multifaceted concept that encompasses a set of skills, strategies, attitudes, and social and cultural practices. This course explores a wide range of perspectives, discourses and research studies regarding literacy in the digital age. Along the way, students will have opportunities to examine relevant terms such as media literacy, information and communication technology (ICT) literacy, digital literacy/literacies and new literacies. Throughout the course, students will define and redefine what it means to be “literate” and “information literate” in constantly changing digital environments. In turn, students will develop the basic frameworks for information literacy essential to promoting or teaching information literacy and full civic participation in a networked society.

- Prerequisites: LIS7010

- Sequential courses: LIS7620, Literacy and Community Engagement; LIS7640, Information Literacy Instruction.

**COURSE GOAL**

This course is designed to prepare students to develop the basic frameworks for information literacy essential to both information professionals and citizens.

**COURSE OBJECTIVES**

After completing this course, you will be able to:

- Reframe information literacy from multiple perspectives.
- Develop effective and critical strategies in locating, evaluating, synthesizing, using, creating and communicating information.
- Report current social and cultural practices with new digital media.
- Speculate ethical and legal issues regarding digital information.
- Develop your own perspectives about information literacy.

<b>Course Objectives</b>	<b>Method of Assessment</b>
Reframe information literacy from multiple perspectives	Responses to readings  Participation in class discussions (both in-class and online)
Develop effective and critical strategies in locating, evaluating, synthesizing, using, creating and communicating information.	Guidelines for a controversial topic
Report current social and cultural practices with new digital media	Lesson plan for digital media and presentation  Responses to readings  Participation in class discussions (both in-class and online)
Speculate ethical and legal issues regarding digital information	Responses to readings  Participation in class discussions (both in-class and online)

Develop your own perspectives about information literacy	Perspective paper Class discussions Final paper or project
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**Relevant MLIS Student Learning Outcomes**

- Identify and analyze information needs and opportunities of individuals and organizations (SLO1)
- Demonstrate critical thinking by integrating relevant models, theories, research and practices (SLO2)
- Communicate knowledge from library and information studies and related disciplines (SLO5)
- Teach others to identify, analyze, organize, and use information (SLO10)

**MLIS Program Curriculum Threads Addressed**

- Diversity
- Technology
- Ethics

**REQUIRED TEXT**

Baker, E. (Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice*, New York: The Guilford Press.

**RECOMMENDED BOOKS**

Lankshear, C. and Knobel, M. (2013) (Eds.). *A New Literacies Reader: Educational Perspectives (New Literacies and Digital Epistemologies)*, Peter Lang International Academic Publishers.

Lankshear, C. and Knobel, M. (2011). *New Literacies: Everyday Practices and Social Learning*. Open University Press.

Ito, M., Horst, H. A., Bittanti, M., boyd, d., Herr-Stephenson, B., Lange, P. G., Pascoe, C. J., & Robison, L. (2009). *Living and Learning with New Media: Summary of Findings from the Digital Youth Project* (John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning). The MIT Press.

Coiro, J., Knebl, M., Lankshear, C. and Leu, D. (Eds). (2008). *Handbook of Research on New Literacies*. New York: Lawrence Erlbaum Associates

**USEFUL WEB RESOURCES**

- The New Literacies Research Team at <http://www.newliteracies.uconn.edu/>
- New Media Literacies at <http://newmedialiteracies.org/>
- Project Information Literacy at <http://projectinfolit.org>
- Henry Jenkins at <http://henryjenkins.org/>
- James Paul Gee at <http://www.jamespaulgee.com/>
- Julie Coiro at <http://www.uri.edu/hss/education/faculty/coiro.html>
- Mark Warschauer at [http://www.education.uci.edu/person/warschauer\\_m/warschauer\\_m\\_bio.php](http://www.education.uci.edu/person/warschauer_m/warschauer_m_bio.php)
- Useful links at <http://www.delicious.com/sooklim> (Tags: literacy, literacies, new\_literacies, multiliteracies, media\_literacies)

## **COURSE TECHNOLOGIES**

**Course site:** D2L

**Wiki:** Each group will need to create a PBWorks site for group work. My instructions for a PBWorks will be posted on D2L. I will not provide formal instructions in class. You are expected to experiment with PBWorks and figure things out on your own time. For the Guidelines assignment, each group needs to use its PBWorks site for this assignment and post the final product to their group site. After each group completes its assignment, each group should link their site to the class site and invite all class members to their site for showing their final product.

## **ASSIGNMENTS AND COURSE POLICIES**

### **Assignments**

- Responses to readings (20 points), due: over the semester
- Perspective(s) on literacy (10 points), due: 3/31
- Guidelines for a controversial topic (15 points), due: 4/28
- Two lesson plans for two digital technologies/media and presentations (20 points: 10 points for each plan), due: over the semester
- Final paper or digital artifact and presentation (25 points), due: 5/19
- Class participation (10 points)

Total: 100 points

1. Responses to readings (a total of 20 points; 4 points per topic)

Each student should select 5 topics and make one thoughtful contribution to the class discussion for each topic, describing his/her response to the readings and offering a question to explore during the class discussions. Your response (one or two paragraphs of elaboration, about 200 words) must reflect your thoughtful analysis of the readings (key points or arguments of and your reactions to the readings). We will use your responses and questions for each week as class discussion points. Students need not reference all of the readings for that week, but should capture the salient points of most of the readings. I will assess the mastery of the content of readings. Each response to each week's readings will be no later than 6 PM on Wednesday, coming immediately before the class meeting. All other students are expected to read their classmates' contributions and questions before the class. Your response will be graded on a 1 to 4 basis: 1= minimal reflection of readings; 2= some reflection of readings; 3= good reflection of readings 4=excellent reflection of readings.

Students' reactions to their classmates' responses to the readings and/or question to the class will contribute to class participation points. Students are expected to participate in both online and in-class discussions. Those who actively participate in both online and in-class discussions will have more class participation points. See Participation below for the details.

## 2. Perspective(s) on literacy: An essay by an individual or a group (10 points)

We explore different approaches to literacy through the first half of the semester. I would like you to select one or two perspectives that resonate with you and write an essay of no more than 1000 words. Discuss why you agree or disagree with this perspective, linking it to the readings you choose. Explore one or two more readings outside the class readings. I encourage you to choose various media examples to help explain your agreement or disagreement with the authors. You should consider this essay an informal academic thought piece that reflects what you have learned so far, what you have drawn from the readings and class discussions, and how you make sense of the course content. For this assignment, collaboration and discussion are encouraged.

You will receive a Satisfactory (10 points) or Unsatisfactory (7 points or less) grade on this assignment (due: 3/31). However, if your essay is particularly good or particularly poor, that will affect your final grade, meaning that there will be an additional bonus or penalty point(s). Consider this exercise as the opportunity to think a conceptual framework of your final paper. You may integrate this assignment into your final paper. If you work on this assignment as a team, I encourage you to use a Wiki.

This essay will be served as the basis of your discussion points for the class on May 12. For the class discussion, post your outline (no more than one page) or 2-3 slides to Discussions to D2L by 6 PM on Wednesday, May 11. Your outline should include the key points of your essay and additional or revised thoughts since March 31 (if any).

[Credit: Prof. Alice Robison at MIT for this assignment]

### **Evaluation criteria**

**Satisfactory Grade (10 points or more)**

- Clear and sufficient description of your perspective(s)
- Clear and convincing description of why you agree or disagree with certain perspective(s)
- Use of relevant resources to support your arguments for or against certain perspectives
- One or two more outside the class readings
- Demonstration of your understandings of multiple perspectives on literacy (optional)
- Approximately 3 pages (double-spaced, excluding references)

### **Unsatisfactory Grade (7 points or less)**

- Unclear or insufficient description of your perspective(s)
- Insufficient or unsupported arguments for or against certain perspectives (failing to provide evidence)
- Unclear or irrelevant links between your arguments for or against perspectives and literature
- No new readings
- 2 or 3 pages with unfocused ideas (double-spaced, excluding references)

See also my grading criteria for papers.

3. Guidelines for a controversial topic or a controversial current event (15 points), a group project

Select a topic that is controversial enough to raise questions about credibility (e.g., voter ID laws, gray wolf debate, industrial farming, vegetarianism, etc.). Provide short guidelines (approximately 3 pages (A4) in length) for a targeted audience (e.g., college students, general adults, etc.) that is not familiar with the topic. Include core information sources using the most effective forms/ media. Try to locate free-Internet sources for background and main information. Use a PBWorks for collaboration and post your final product to your group PBWorks site and make a link to the class site. After you completed your final product, make sure that all of the class members including your professor are granted access to your wiki site.

### Elements of this assignment

- Background information:
  - A summary of the issue or introduction (about 150 words)
  - 2-3 guidelines describing how a user can obtain basic background information on your topic
- Main sources: 3-4 guidelines describing how a user can learn more about this issue and why your suggested sources are helpful in understanding your topic
- Additional traditional resources: Add a few excellent sources using old media (e.g., books, journal articles, DVD, etc.) if there are notable sources.
- Evaluation: Provide 2-3 guidelines about how a user can check whether or not he/she obtains a quality of sources on your topic. Your evaluation method should be beyond a

checklist approach. What are some important points that Internet users should check when they obtain information on the Internet? Alternatively, you may provide your reasons for why the suggested sources are credible or high quality (in terms of source expertise, relevance, accuracy, recency, usefulness, different viewpoints, biases or hidden agendas, etc.).

- The readings on May 5 (e.g., Elmborg (2006) and Buckingham (2008)) and Prof. Greg Downey's guidelines will be helpful in developing this section.
- Any special notes: any special considerations on this issue or sources?
- References
- **Note:** This assignment should reflect your understanding of "information literacy" that you have developed through this course.

Example:

Downey, G. (2011, February 21). Helpful hints for deciding "what is happening?" and "Where do I stand?" at <http://noteonmydoor.blogspot.com/2011/02/helpful-hints-for-deciding-what-is.html>

Prof. Greg Downey's guidelines are extensive. I do not expect you to develop a long list of guidelines for this assignment. However, I suggest that you examine his salient points or principles and apply them to your guidelines.

#### 4. Two lesson plans for digital medium (10 points per each): over the semester

You will teach each other about new media production and use (such as podcasting, making and uploading a video/music video to Youtube, remixing, image editing, photo sharing, file sharing, writing and editing a Wikipedia article, digital storytelling, creating and sharing digital mashups, screen casting, creating a project or game, etc.). I encourage you to select and experiment with open-software programs (e.g., Scratch, GIMP, etc.). Prepare a 30-40minute teaching session. The first lesson will be held during the third or fourth week of the class.

In this assignment, you will prepare two lesson plans about two new media of your choices and teach them to the class. Consider this assignment as opportunities to learn more about new digital media. You are expected to plan and teach one lesson around literacy practices, techniques, media, or some combination of media literacies. Some examples of lessons might include the ideas below.

- Making a video, uploading it to YouTube (or some other online video sites) and publicizing it. This should include reflection on the content of the video, what its purpose is, why video (and not print), etc. You may consult many tutorials that are available on YouTube.
- Remixing videos using a open source platform (e.g., Mozilla Popcorn Maker)
- Video conferencing (e.g., Google Hangouts)

- How to create and edit a Wikipedia article? How to create a Wikipedia account? How does Wikipedia work? What are the key features of Wikipedia (e.g., user interface, talk page, etc.)? What are some principles that an editor needs to know? What makes a quality article?
- How to edit images using an image-editing program (e.g., Photoshop, GIMP, etc.)? Are there any particular issues involving editing images (e.g., copyright)?
- How to set up a blog, select a platform (e.g., Wordpress, Blogger, Tumblr, etc.), choose a domain name, define the purpose of the blog, title it, choose a theme and layout, customize a template, set up widgets (e.g., displaying a Facebook link box, Flickr, Delicious link, etc.), choose a variety of settings (e.g., privacy, text messaging, etc.), publicize your blog, etc. [TBD: I may exclude a blog format.]

The goals of the assignment are to:

- Learn and gain experience with new digital media
- Apply perspectives of New Literacies Studies
  - How and why are the ways of your using media related to literacies?
- Have fun! This should be an enjoyable experience!

[Credit: This assignment was developed based on one assignment of Prof. Alice Robison at MIT]

### **Lesson plan guidelines**

- Lesson title: your medium
- Goal: What is the overall goal of your lesson?
- Learning objectives: What do you want your peers to learn? List your objectives in terms of knowledge and skills that your peers would acquire through your lesson.
- Topics: What topics will you cover?
- Resources: Are there any resources (other than a computer and Internet connection) required for your lesson? If you use an open-source software program and need particular equipment (e.g., microphone), please contact the instructor at least two weeks in advance prior to your lesson.
- Materials and activities: What instructional materials and activities will you use to generate interest and engagement? Estimate the amount of time that students would need, and determine activities or tasks that you'd like students to do during your lesson. What activities would be essential in learning your medium and engaging in your lesson? How much time would students need for each activity?



- Special notes: How would you describe your knowledge, skills and use of your medium relating to new literacies?
- Closures: How will you wrap up your lesson?
- Duration: 40 minutes
- **Post your lesson plan** that includes the above elements to D2L (under Content). Post your plan as a new topic under the module of Lesson Plan by 12 PM on your presentation date.
- **Handouts**: Post your handouts for your lesson to D2L (under your topic). Include some useful resources in your handouts for learning your media. You may distribute your handouts in class.

Evaluation criteria:

- Clarity of the goal and objectives of your lesson
- Comprehensiveness of the contents of your lesson
- Coverage of the features of your medium
- Helpfulness of your handouts
- Effective delivery of your lesson
- Engagement of the learners with the materials presented
- Bonus point(s): exceptional quality and preparation

### **\*Optional presentation on digital media [extra-credit]**

Is there a medium that has not been selected by your classmates and with which you are very skillful? I encourage you to share your knowledge and skills with your classmates by teaching that medium in class. There will be extra-credit for an additional presentation.

#### 5. Final paper or digital artifact and presentation (25 points)

##### Option 1: Paper (individual)

Select a user group (e.g., children, teens, college students, general adults, or seniors, etc.) and review the existing literature of digital media uses and literacy practices of a particular user group. Write a 9-10 page paper (excluding references), which makes a good scholarly or pedagogical contribution to our understanding of literacy/literacies and information literacy. You may explore literacy with a focus other than different age groups (e.g., women, low income people, immigrants, etc.). Your paper should include the following elements: an abstract (150 to 200 words), defining your user group, a literature review reflecting their media uses relevant to literacy or information literacy to this group, and implications for information literacy education. Use subheadings.

If you think that your perspective on literacy supports the literature of your user group or vice versa, I encourage you to integrate your perspective assignment into this final paper. Then, you should have a section of your perspective in your paper (a 11-12 page paper). You may not be able to find sufficient studies that support your perspective. If this is the case, do not integrate two assignments. There will be a one bonus point for an excellent integration of your perspective assignment into your paper. You will make a brief presentation of your paper to class (5/19).

**Note: You must use a visual program (e.g., PowerPoint) for your presentation.**

Option 2: Digital artifact (individual or group project)

Select a user group (e.g., children, teens, college students, general adults, or seniors, women, immigrants, etc.) and review the existing literature of digital media uses and literacy practices of a particular user group. Produce a digital artifact regarding the media uses relevant literacy or information literacy to your user group.

Alternatively, you may further develop the Guidelines assignment into your digital artifact. For instance, you may make a short video, podcast or screencast for your guidelines of your topic. If you decide to complete this assignment as the continuation of your Guidelines assignment, you should demonstrate that you have obtained or developed significant media knowledge and skills or have acquired more knowledge about your topic and information literacy. In other words, your digital artifact should have significant added values to your initial Guidelines. You may perform a self-playing digital presentation (e.g., video) or show both your digital artifact and your presentation as a single presentation.

Your digital artifact might take a combination of multiple forms including podcasts, videos (duration: TBD), images, animations, graphic essays, websites, blogs, multimedia installations, posters, etc. See some digital media showcases at University of Wisconsin-Madison at <http://uwdigitalsalon.blogspot.com>.

If you are doing a digital artifact as your final project, please provide me with a short essay (approximately 2 pages) describing the following questions in addition to your artifact:

- What new knowledge and skills have you obtained through your digital project?
- What knowledge and skills have you further advanced through your digital project (if you have used your existing skills and knowledge)?
- Did you put any special efforts for this project (if any)?
- Did you have to spend a considerable amount of time on this project?
- How did this project help you develop or advance your thoughts on new literacies?

Evaluation criteria of a digital artifact

- Theme: Is the central theme of your artifact clearly presented?
- Clarity: Is your artifact focused?
- Cohesion: Are individual parts coherent and related to the whole?

- Appearance: Is your artifact aesthetically pleasant? Are the design elements consistent and well laid out (if applicable)?
- Originality: Does your artifact have artistic or intellectual merits?
- Other considerations:
  - Complexity of media skills (integration of multiple digital forms, difficulty of the mastery of a form, etc.)
  - Effortfulness

Presentation: Pass or Fail (Fail for 3 or more penalty points)

## **6. Participation (10 points)**

### **Online participation points (reaction to postings before each class, 5 points)**

- 10 or more topics: 5 points
- 8-9 topics: 4 points
- 6-7 topics: 3 points
- 4-5 topics: 2 points
- 1-3 topic: 1 point
- No reaction: 0 point

Notes: I will also consider the quality of reactions (e.g., one bonus point of thoughtful reactions throughout the semester). A reaction should be more than a simple agreement or disagreement (e.g., I agree or I disagree) for this assignment.

### **In-class participation points (5 points)**

- Regular attendance, frequent contribution or thoughtful and insightful ideas: 5 points
- Regular attendance and moderate contribution: 4.5 points
- Two unexcused absences or occasional contribution: 4 points
- Three or more absences: 2 or lower points

## **COURSE AND GRADING POLICIES**

1. Regular class attendance is expected of all students. Attendance means that (1) students are expected to arrive at class on time and stay for the duration of the class; and (2) students, whether present or not, are responsible for in-class content. First day attendance is required. It is very difficult to keep up without attending every class. If you know you have to miss class, you should notify me in advance. If you miss more than two classes, your attendance will affect your grade through your participation points. If this is the case, you would not be able to obtain more than 40% of participation points.
2. Class participation is critical in your learning process. Your participation grade will be based on the quality and quantity of your contributions to course discussions. You are

fully expected to complete the readings and to participate in both online and in-class discussions.

3. All assignments are due on the specified dates. Absence from class is not an excuse for a late assignment. In the event of an emergency that prevents you from submitting an assignment on the specified date, you should contact me and get my permission in advance. Without my permission, there will be a penalty for a late assignment (a 5% reduction in grade for each day or hour late).
4. In case of an excused absence, make-up course requirements (e.g., presentation, case analysis, etc.) must be scheduled at a mutually convenient time. It is the student's responsibility to arrange a make-up schedule with me. In case of an unexcused absence, make-up of course requirements that were missed must be completed by the student within two school days of their original date. If not completed within this timeframe, the total point value of this course requirement is forfeited.
5. INCOMPLETE GRADE: A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at my discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. I may establish a due date after the normal deadline if you request it and special circumstances warrant it. I will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, I must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and I must be approved by the appropriate academic dean.
6. Writing is one of the most important skills in your graduate education. You are expected to understand the elements of good formal writing at the graduate level, and you should work hard to improve your writing skills. If you need some help with your writing, St. Catherine University provides writing assistance through the O'Neill Writing Center (room 21) in the Coeur de Catherine building.
7. You are responsible for checking your St. Kate's email account for messages from me. Check your email at least once a day.
8. You are expected to conduct yourself in accordance with the highest standards of academic honesty and integrity. Appropriate credit must be given to original creators of all works used. Please see the college's Academic Integrity Policy at [http://minerva.stkate.edu/academiccatalog.nsf/web\\_retrieve/mina-7lgbze?OpenDocument](http://minerva.stkate.edu/academiccatalog.nsf/web_retrieve/mina-7lgbze?OpenDocument).

### **STUDENTS WITH DISABILITIES**

St. Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your

achievement, please contact me and the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at [651-690-6563](tel:651-690-6563) to discuss academic adjustments or accommodations ( <http://minerva.stkate.edu/offices/academic/oneill.nsf>).

## ASSESSMENT

### *Grading Scale*

- A: 95-100%, Excellent
- A-: 90-94%, Very good, Needs a few work
- B+: 87-89%, Good, Needs some work
- B: 83-86%, Fair, Needs significant work
- B-: 80-82%, Poor
- C: 70- 79%, Unacceptable for graduate work
- F: Below 70%, Fail

### Grading criteria for papers

- *Substantive analysis*: Do you considerably analyze the arguments you examine and seriously engage with alternative arguments? Are the ideas or arguments developed sufficiently?
- *Evidence*: Do you cover the relevant literature sufficiently? Are your arguments supported by evidence? Do you cite the relevant literature? Are your information sources credible?
- *Clarity of presentation*: Are terms defined? Are your ideas clearly expressed? Is your paper focused or does it wander? Are your main points clearly presented? Does each paragraph have a central idea that a reader can easily identify?
- *Coherent organizations*: Is your paper organized logically? Is the sequence of points made logical and clear?
- *Originality of ideas (bonus points)*: Do your own views and voice come through clearly? Does your paper have a creative or unique point of view?
- *Difficulty of your topic or issue (bonus points)*: Does your paper deal with an unusual challenge? Is your paper intellectually demanding?
- *Citations and format*: Have you cited ideas and facts that are not your own? Are references in correct APA style (both in the text and list of references)? Is your tone appropriate for an academic paper? There should be few spelling and grammatical errors. Your paper should have the format below.

All assignments are expected to have:

- Your name, date submitted, and assignment title
- Page numbers
- An original title for the assignment if any
- 1" margins

- 12 point Times New Roman or a similarly readable font style
- Subheadings with the document (if more than 4 pages)
- APA citations of works cited
  - If you are not familiar with APA format, please visit the SCU Library website at <http://libguides.stkate.edu/citationguides>

### **Liberal Arts Goals**

Information Literacy in the Digital Age, LIS 7270, advances the vision and mission of St. Catherine University and the University “Goals of Liberal Arts Education.” Specific arts goals addressed in the course include Leadership and Collaboration, Ethics and Social Justices, Diversity and Global Perspectives, Critical and Creative Inquiry, Discipline-Based Competence, Effective Communication in a Variety of Modes and Commitment to Purposeful Life-long Learning.

### **DESIRE2LEARN (D2L)**

There is a D2L site for this course. I will post course materials on the site.

### **COURSE OUTLINE AND SCHEDULE**

(Note: Schedule and Readings Subject to Change)

#### **PART I: BACKGROUND AND OVERVIEW**

##### **Week 1, February 4**

##### **Introduction and Course Overview**

Leu, D., Kinzer, C.K. , Coiro, J., Castek, J. and Henry, L. A. (2013). New literacies: A dual-level theory of the changing nature of literacy instruction and assessment. In R.B. Ruddell and D. Alvermann (Eds.), *Theoretical models and process of reading*, 6<sup>th</sup> edition (pp.1150-1181), Neward, DE: IRA. Available at Julie Coiro’s page at <http://uri.academia.edu/JulieCoiro> (Sign up to Academia.edu using your Facebook account). [Read pp.1150-1163]

Optional reading:

Coiro, J., Knobel, M., Lankshear, C. and Leu, D. (2008). Central issues in new literacies and new literacies research. In J. Coiro, M. Knobel, C. Lankshear and D. Leu (Eds), *Handbook of research on new literacies* (pp. 1-31). New York: Lawrence Erlbaum Associates. At

**Sign up for responses to readings and lesson plans**

## **Week 2, February 11**

### **New Digital Landscape**

Cooper, D., Brown, S. and Gurnit, D. (Producers). (2011, Feb. 18). Digital media: New learners in the 21st century. [Television broadcast]. Arlington, VA: PBS. Available at <http://www.pbs.org/parents/digital-media/> [now via DVD only]  
Read the transcript at <http://www-tc.pbs.org/parents/digital-media/pdf/digital-media-transcript.pdf>

Warschauer, M. (2011), A literacy approach to the digital divide. *Cadernos de Letras* 28, 5-19.  
[http://www.education.uci.edu/person/warschauer\\_m/warschauer\\_m\\_bio.php](http://www.education.uci.edu/person/warschauer_m/warschauer_m_bio.php)

[under Papers/digital divide]

Ito, M., Horst, H. A., Bittanti, M., body, d., Herr-Stephenson, B., Lange, P. G., Pascoe, C. J., & Robinson, L. (2009). Living and learning with new media: Summary of findings from the digital youth project (John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning). The MIT Press. At  
[http://dmlcentral.net/sites/dmlcentral/files/resource\\_files/Living\\_and\\_Learning.pdf](http://dmlcentral.net/sites/dmlcentral/files/resource_files/Living_and_Learning.pdf)

[Read Executive Summary, pp 1-3.]

Optional reading:

Dalton, B. and Proctor, C. P. (2008). The changing landscape of text and comprehension in the age of new literacies. In J. Coiro, M. Knobel, C. Lankshear and D. Leu (Eds), *Handbook of research on new literacies* (pp. 297-324). New York: Lawrence Erlbaum Associates.

## **PART II: THEORETICAL PERSPECTIVES ON LITERACY**

Good overview (optional readings for Part II)

Baker, E., Pearson, D. and Rozendal, M. (2010). Theoretical perspectives and literacy studies: An exploration of roles and insights. In E. Baker (Ed.), *The new literacies: Multiple perspectives on research and practice* (pp. 1-22). New York: The Guilford Press.

New Literacies (2016). In Wikipedia. Retrieved January 14, 2016, from  
[http://en.wikipedia.org/wiki/New\\_literacies](http://en.wikipedia.org/wiki/New_literacies)

## **Week 3, February 18**

### **Cognitive and Behavioral Perspectives**

Tracy, D. H., Storer, A. W. and Kazerounian, S. (2010). Cognitive processing perspectives on the New Literacies. In E. Baker (Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 106-130), New York: The Guilford Press.

Hartman, D., Morsink, P. M. and Zheng, J. (2010). From print to pixels: The evolution of cognitive conceptions of reading comprehension. In E. Baker(Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 131-164), New York: The Guilford Press.

Hasselbring, T.S. (2010). Reading proficiency, the struggling reader and the role of technology. In E. Baker(Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 23-40), New York: The Guilford Press.

McKenna, M. and Conradi, K. (2010). Can behaviorist and constructivist applications coexist in the New Literacies?. In E. Baker (Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 41-60), New York: The Guilford Press.

#### **Week 4. February 25**

##### **Socio-cultural Perspectives**

Gee, J. P. (2010). A situated-sociocultural approach to literacy and technology. In E. Baker(Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 165-193), New York: The Guilford Press.

Chandler-Olcott, K. and Lewis, E. (2010). Screens and scrapbooking: Sociocultural perspectives on New Literacies. In E. Baker(Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 194-216), New York: The Guilford Press.

Lloyd, A. Kennan, M., Thomson, K. and Qayyum, A. (2012). Connecting with new information landscapes: Information literacy practices of refugees. *Journal of Documentation*. 69 (1), 121-144.

Optional readings:

Gee, J. P. (2013). Digital media and learning: A prospective retrospective, at <http://jamespaulgee.com/admin/Images/pdfs/Digital%20Media%20and%20Learning.pdf>

Tuominen, K., Savolainen, R. & Talja, S. (2005). Information literacy as a socio-technical practice. *Library Quarterly*, 75(3), 329-345.

#### **Week 5. March 3**

##### **Multiliteracies and Feminist Perspectives**



Kalantzis, M., Cope, B. and Cloonan, A. (2010). A multiliteracies perspective on the New Literacies. In E. Baker(Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 61-87), New York: The Guilford Press.

Bazalgette, C. and Buckingham, D. (2013). Literacy, media and multimodality: A critical response, *Literacy*, 47 (2), 95-102.

Guzzetti, B. (2010). Feminist perspectives on the New Literacies. In E. Baker(Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 242-264), New York: The Guilford Press.

Optional reading:

The New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.

[http://newarcproject.pbworks.com/f/Pedagogy%2Bof%2BMultiliteracies\\_New%2BLondon%2BGroup.pdf](http://newarcproject.pbworks.com/f/Pedagogy%2Bof%2BMultiliteracies_New%2BLondon%2BGroup.pdf)

## **Week 6. March 10**

### **Critical, Social Practice and Integrated Perspectives**

Vasquez, V., Harste, J. and Albers, P. (2010). From the personal to the worldwide web: Moving teachers into positions of critical integration. In E. Baker(Ed.). (2010), *The New Literacies: Multiple Perspectives on Research and Practice* (pp. 265-284), New York: The Guilford Press.

Lankshear, C., and M. Knobel (2011). Literacies: practices, discourses and encoded text." In *New Literacies: Everyday practices and social learning* (pp. 32-50). Berkshire, England: Open University Press. [e-reserve]

Baker, E. (2010). New literacies, new insights: An exploration of traditional and new perspectives. In E. Baker (Ed.), *The new literacies: Multiple perspectives on research and practice* (pp. 285-311). New York: The Guilford Press.

## **PART III: CORE SKILLS, KNOWLEDGE, ACTIVITIES, AND PRACTICES**

### **Week 7, March 17**

#### **Digital Reading**

Cull, B. (2011). Reading revolutions: Online digital text and implications for reading in academe, *First Monday*, 16 (6) at <http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/3340/2985>

[good overview]

Leu, D.J., Forzani, E., Rhoads, C., Maykel, C., Kennedy, C., & Timbrell, N. (2015). The new literacies of online research and comprehension: Rethinking the reading achievement gap. *Reading Research Quarterly*, 50(1). 1-23. Newark, DE: International Reading Association. doi: 10.1002/rrq.85. Available at: <http://www.edweek.org/media/leu%20online%20reading%20study.pdf>

Coiro, J. (2012): The new literacies of online reading comprehension: Future directions, *The Educational Forum*, 76:4, 412-417.

Room for Debate (2014, July 3), The right approach to reading instruction, *The New York Times*  
<http://www.nytimes.com/roomfordebate/2014/07/02/the-right-approach-to-reading-instruction>

**Note:** Coiro's articles are also available at <http://uri.academia.edu/JulieCoiro> .

## **Week 8. Spring Break**

**No Class! Enjoy your spring break!**

## **Week 9. March 31**

### **New Literacy Practice I**

Jenkins, H. et al, (2006). Confronting the challenges of a participatory culture: Media education for the 21st Century. pp. 1-11 and/or pp.24-36. At <http://www.newmedialiteracies.org/wp-content/uploads/pdfs/NMLWhitePaper.pdf>

Steinkuehler, C. (2010). Digital literacies: Video games and digital literacies, *Journal of Adolescent & Adult Literacy*, 54(1). 61-63.

Vasudevan, L., DeJaynes, T. and Schmier, S. (2013). Multimodal pedagogies: Playing, teaching and learning with adolescents' digital literacies, In C. Lankshear and M. Knobel (Eds.), *A new literacies reader: Educational perspectives* (pp. 23-37), New York: NY: Peter Lang Publishing. [e-reserve]

Losh, E. and Jenkins, H. (2012). Can public education coexist with participatory culture? *Knowledge Quest*, 41, 16-21.

Optional readings:

Lankshear, C., and M. Knobel (2011). Blogs and wikis: Participatory and collaborative literacy practices. In *New Literacies: Everyday practices and social learning* (pp. 141-173). Open University Press.

Lankshear, C., and M. Knobel (2011). New Literacies and social practices of digital remixing. In *New Literacies: Everyday practices and social learning* (pp. 95-126). Open University Press.

### **Due: Perspective of literacy**

### **Week 10. April 7**

### **New Literacy Practice II**

Jenkins, H. et al, (2006). Confronting the challenges of a participatory culture: Media education for the 21st Century. pp.1-11 and/ or pp.37-55. At <http://www.newmedialiteracies.org/wp-content/uploads/pdfs/NMLWhitePaper.pdf>

McGonigal, J. (2008). Why I love bees: A case study in collective intelligence gaming, in Katie Salens (ed.), *The Ecology of Games: Connecting Youth, Games, and Learning* (Cambridge: MIT Press/MacArthur Foundation, 2008), pp. 199-228. At [http://www.avantgame.com/McGonigal\\_WhyILoveBees\\_Feb2007.pdf](http://www.avantgame.com/McGonigal_WhyILoveBees_Feb2007.pdf)

Gee, J. P. (2012). Digital games and libraries. *Knowledge Quest*, 61-64.

Koh, K. (2013). Adolescents' information-creating embedded in digital media practice using Scratch, *Journal of Association for Information Science and Technology*, 64(9), pp. 1826-1841.

[Williams, B. (2013). What south park character are you?: Popular culture and online performance of identity, In C. Lankshear and M. Knobel (Eds.), *A new literacies reader: Educational perspectives* (pp. 284-301), New York: NY: Peter Lang Publishing.]-TBD

### **Week 11. April 14**

### **Credibility Judgment**

Lim, S. (2013), College students' credibility judgments and heuristics concerning Wikipedia. *Information Processing & Management*, 49: 405–419

[Read Introduction, and “Concept of credibility and empirical studies on credibility” only]

Lankes, R. D. (2008). Credibility on the internet: shifting from authority to reliability. *Journal of Documentation*, 64(5), 667 – 686.

Gasser, U., Cortesi, S., Malik, M., & Lee, A. (2012). Youth and digital media: From credibility to information quality. The Berkman Center for Internet and Society at Harvard University.

Summary at <http://cyber.law.harvard.edu/node/7486>.

or

Full text at [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2005272](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2005272): Read the Executive Summary (pp. 6-14).

## **Week 12. April 21**

### **Ethical and Legal Considerations**

James, C., Davis, K., Flores, A. Francis, J., Pettingill, L., Rundle, M. and Gardner, H. (2008). Young people, ethics and the new digital media (pp.1-62). at [http://dmlcentral.net/sites/dmlcentral/files/resource\\_files/young\\_people\\_ethics\\_and\\_new\\_digital\\_media1.pdf](http://dmlcentral.net/sites/dmlcentral/files/resource_files/young_people_ethics_and_new_digital_media1.pdf)

McGrail, E. and McGrail, J. P. (2010). Copyright and copying wrong with web 2.0 tools in the teacher education and communication classrooms. *Contemporary Issues in Technology and Teacher Education*, 10(3). 257-274. at <http://www.citejournal.org/articles/v10i3languagearts1.pdf>

The Berkman Center for Internet and Society (2012). Copyright for librarians: The essential handbook, The Berkman Center for Internet and Society at Harvard University. at [http://cyber.law.harvard.edu/publications/2013/copyright\\_for\\_librarians](http://cyber.law.harvard.edu/publications/2013/copyright_for_librarians) [Read Modules 1 and 6]

Madden, M., Lenhart, A., Cortesi, S. and Gasser, U. (2013). Teens and mobile apps privacy, Pew Internet and American Life Project at [http://pewinternet.org/~media/Files/Reports/2013/PIP\\_Teens%20and%20Mobile%20Apps%20Privacy.pdf](http://pewinternet.org/~media/Files/Reports/2013/PIP_Teens%20and%20Mobile%20Apps%20Privacy.pdf) [Read Summary]

Optional readings:

Lessig, L. (2010, January 26). For the love of culture. *The New Republic*, at <http://www.tnr.com/article/the-love-culture?page=0,0>

Creative Commons at <http://creativecommons.org/> (Read About and About, History and Licenses under the category of About at <http://creativecommons.org/about>)

Heffner, A. & Palfrey, J. (2014, June 21). Digital natives (television series episode). In R. Heffner, & A. Heffner, *The Open Mind*, Arlington, VA: PBS. <http://www.pbs.org/video/2365268357/>

## **PART IV: REFRAMING INFORMATION LITERACY AND IMPLICATIONS**

### **Week 13. April 28**

## **Standards, Frameworks and Perspectives of Information Literacy**

American Association of School Librarians. (2008). Standards for the 21<sup>st</sup> century learner. <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

Association for College and Research Libraries (2015). Framework for Information Literacy for Higher Education

[http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework\\_ILHE.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf)

Limberg, L., Sundin, O. and Talja, S. (2012). Three theoretical perspectives on information literacy. *Human IT*. 11(2). 93-130. <http://etjanst.hb.se/bhs/ith/2-11/llosst.pdf>

Optional readings:

Goodfellow, R. (2011). Literacy, literacies and the digital in higher education, *Teaching in Higher Education*, 16(1), 131-144. [relevant to the topic next week as well]

International ICT Literacy Panel. (2007). Digital transformation: A framework for ICT literacy. Retrieved January, 2014.

[http://www.ets.org/Media/Tests/Information\\_and\\_Communication\\_Technology\\_Literacy/ictreport.pdf](http://www.ets.org/Media/Tests/Information_and_Communication_Technology_Literacy/ictreport.pdf)

Lloyd, A. & Williamson, K. (2008). Towards an understanding of information literacy in context: implications for research. *Journal of Librarianship and Information Science*, 40 (1), 3-12.

**Due: Guidelines for a controversial topic**

**Week 14. May 5**

### **Implications to Information Literacy Education**

Jenkins, H. et al, (2006). Confronting the challenges of a participatory culture: Media education for the 21st Century. pp: 10-21 and pp.56-61.

Elmborg, J. (2006). Critical information literacy: implications for instructional practice. *The Journal of Academic Librarianship*, 32(2), 192-199.

Pawley, C. (2003). Information literacy: A contradictory coupling. *Library Quarterly*. 73 (4). Pp. 422-452.

Buckingham, D. (2008). Defining digital literacy: What do young people need to know about digital media. In C. Lankshear, and M. Knobel, M. (Eds). Digital literacies: Concepts, policies and practices (pp. 73-89). New York: Peter Lang Publishing, Inc. [e-reserve]

Diekema, A., Holliday, W. and Leary, H. (2011). Re-framing information literacy: Problem-based learning as informed learning. Library and Information Science Research. 33. 261-268.

Optional reading:

Smith, J. (2013). Secondary teachers and information literacy (IL): Teachers understanding and perceptions of IL in the classroom, Library and Information Science Research, 35, 216-222.

**Week 15. May 12**

**Wrap-up: Looking Back and Ahead**

Reading: None

Discussion on your perspectives

- Define and redefine what we think of information literacy/literacies in the digital age.
- Should we use a plural term, information literacies as opposed to a singular term (information literacy)? Why or why not?
- What are similarities and differences among different literacy or literacies (literacy, digital literacy, information literacy, media literacy, technology literacy, etc.)? Do the distinctions matter?
- Which perspective on literacy or literacies resonates with you and why?
- What does it all mean to you? How do you make sense of the contents of this course?

**Discussion on your perspectives on information literacy**

**Due: Post your outline of your discussion points to Discussion on D2L.**

**Week 16. May 19**

**Presentation**

**Due:** Post your final paper or digital artifact to Dropbox and your presentation file to Discussions on D2L by noon on May 19.