

## Marshall University Course Syllabus

Course Name:	CIRG 610 Multimodal Classroom Literacy: Theories, Processes, and Strategies
College/Department	College of Education and Professional Development Literacy Education Program
Semester	Spring 2016
Instructor	Dr. Jeradi Cohen/Dr. Barbara O'Byrne
Email	<a href="mailto:cohen@marshall.edu">cohen@marshall.edu</a>
Phone	304.746.2033
Office Hours	Live and virtual, by appointment
Course Start Date	January 11, 2016
Course End Date	May 6, 2016
Hybrid class:	Blackboard
Live Meetings:	Jan 14, Feb 16, Mar 31, Ap 28, 4:30-6:50

### Rationale

Concepts of literacy and literacy instruction have evolved considerably over the last decades and the International Literacy Association has embraced these changes, as indicated by its name change. The literacy specialist needs to be situated and develop a critical stance in the changing landscape of literacy and develop instructional attitudes, tools, and practices that reflect the shift in the field towards a more critical, holistic, and multimodal understanding of literacy.

### Course Description

This graduate class examine the theories, processes, and strategies of multimodal integrated literacy. Through careful review of relevant theory, research, and extensive evaluation of practical contexts, participants develop knowledge of the changing nature of literacy and implications for classroom instruction, pk-12.

**Prerequisites:** None. This is an elective course for students in the Literacy Education Program.

**Credit Hours:** 3

<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to
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	<p><a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/policies/">www.marshall.edu/academic-affairs/policies/</a>. Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment</p>
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### **Learner Outcomes/Objectives**

- Develop a critical and reflective stance expected of literacy specialists through relevant learning experiences.
- Construct an individual portfolio that demonstrates the ability to develop, implement, and evaluate model multimodal and critical literacy as expected in the profession.
- Evaluate the principles theories, values, and relevant research on the multimodal and critical literacy.
- Reframe traditional concepts of reading and writing within the learning within the broader boundaries of multimodal, integrated literacy.
- Construct meanings of literacy through the use of active learning strategies such as purposeful discourse and/inductive learning.
- Employ methods of critical inquiry to read, annotate, and analyze complex reading material and apply theoretical and abstract ideas to solve problems.
- Differentiate between deductive and inductive learning and develop relevant literacy strategies attached to each model of learning.
- Demonstrate an understanding of the social, cultural, and psychological factors that influence literacy acquisition and development.
- Develop competence in recognizing, planning, and directing effective classroom conversations that support leaning.
- Analyze applications of multimodal, integrated literacy models and investigate and field-test instructional methods and strategies for diverse learners.
- Investigate the developmental continuum that link speech, play, drawing, reading and writing and develop instructional activities that reflect this continuum
- Portfolio of artifacts that show mastery of pedagogy of multimodal and critical literacy.

### **International Reading Standards (2010) addressed in this course:**

*1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

3.3 Use assessment information to plan and evaluate instruction.

4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

5.0 Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

## ASSIGNMENTS AND METHODS OF EVALUATION

The final grade will be based on the following requirements:

Participation	10%	Participates in live and online discussions and/or presentations.
Critical essay on the changing nature of literacy	15%	Investigate and compose a short original essay on the evolution of concepts of literacy, the social, cultural and economic factors that influence literacy development and implications for classroom instruction.
Multimodal, Integrated Literacy Instruction	15%	Investigate and analyze multimodal, integrated literacy and field test a set of three lessons based on these principles that meet the needs of diverse learners.
Classroom Discourse	15%	Compare the features of presentational and knowledge-making classroom talk and develop, implement a series of three classroom sessions that demonstrate classroom talk as pivotal to knowledge construction and evaluate as an element of literacy.
Inductive Learning and Critical Literacy	15%	Contrast deductive and inductive learning. Anchor concepts of critical literacy in the wider discourse about inductive learning Show mastery by developing, implementing, and evaluating a

		multimodal, integrated literacy sequence that builds knowledge and demonstrates competence of critical literacy.
Literacy Continuum	10%	Investigate and define the unique needs of emergent learners. Develop a set of three instructional activities that reflect this continuum of speech, play, drawing, reading and writing for emergent learners. Critically reflect on how these lessons met the needs of diverse students.
Portfolio of Multimodal and Critical Literacy in the Classroom	20%	Develop and present a portfolio of artifacts and critical reflections that demonstrate mastery of the principles and practices of multimodal, critical classroom literacy.

### GRADING SCALE

90-100%	A
80-89	B
70-79	C
Below 70	F

### Course Policies:

#### Grading Policy

Assignments are due on or before the due date. Please arrange any needed extensions in advance of the due date. With permission from the instructor, candidates may revise an assignment. The re-submission must be submitted within ten days.

#### Attendance Policy

Candidates are expected to attend all sessions and arrive on time. This course builds heavily on collaboration and interactive activities during class meetings. One unexcused absence will result in a lowered grade. There are 10 participation points for each live session. However, two or more absences will result in automatic grade of F. Consideration will be given for family tragedies or illness with a doctor's excuse.

#### Bibliography

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