How do multimedia, texting, chat, status updates, and hypertext change the way we read and interpret texts? Students study various theories of literacy and how it changes with the introduction of digital technologies. Readings will include selections on new media, new literacy, multiliteracies, multimedia cognition, and visual semantics.

Digital Literacies &
21st Century Skills

Important Notes

- Look through the Google Spreadsheet that contains all the rubrics and finer details of how you will be assessed. I will share the spreadsheet with you in the first week of class (or sooner). You can find it in the Google Drive associated with your Adelphi email account.

- When sending attachments via email or Moodle, be sure to include the assignment name, and your first and last name, for example: "JaneSmith_PositionPaper.docx". Be sure to include file extension! Please use only Microsoft style extensions, such as .doc/.docx, .ppt/.pptx. If you don't have Word, you can use Google Documents and export it as a .doc or .docx file. Don't send documents as PDFs or RTFs.

- If you are citing or paraphrasing from another source, be sure to follow APA.

- All papers should be in Times New Roman, 12-point font, and double-spaced. Please also include your name and page numbers.

Course Goals

Two overarching goals drive this course. First, students should understand the literacy skills required to critically interpret digital texts. Second, they should learn how to communicate effectively using the tools and techniques of digital media. More specifically:

- Students will develop a conception of "digital literacy" as a multifaceted, social process of decoding audio and visual symbols and signals.

- Students will gain a familiarity with a range of research perspectives which engage with digital literacy.

- Students will refine their understanding of the affordances of a range of media, and these features' implications for literacy.

- Students will confront and assess their own preconceived ideas about literacy and technology skills and how learners acquire them.

- Students will be able to create a variety of digital texts to communicate in different genres and for multiple purposes.

- Students will be able to articulate the cultural and political implications of communication, with attention to concerns of power and equity online and in classrooms.

Readings

All readings available on Moodle or as an eBook from the Swirbul Library.

Dates	Topic	Reading(s)	Assignment(s) Due
Week 1	**Introduction**	Syllabus, Moodle, Progress Report	Familiarize yourself with the course materials
Week 2	**What is "Literacy"?**	Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In B. Cope & M. Kalantzis (Eds.), *A pedagogy of multiliteracies* (pp. 1–36). New York, NY: Palgrave Macmillan. Gomez, K., Barron, B. & Pinkard, N. (2014). Introduction: The digital media landscape. In B. Barron, K. Gomez, N. Pinkard & C. K. Martin (Eds.), *The Digital Youth Network* (pp. 1–13). Cambridge, MA: The MIT Press. **(Focus on 1-10)** GIMP Essential Training: **4. Manipulating Images**	
Week 3	**Visual Literacy**	Apkon, S. (2013) "All the world's a screen." Excerpt from: *The age of the image: Redefining literacy in a world of screens*. New York, NY: Farrar, Straus and Giroux. Cordell, D. M. (2015). *Using images to teach critical thinking skills*. Englewood, NJ: Pearson Education. **(Part I)**	Image Challenge 1
Week 4	**Media Literacy I**	Buckingham, D. (2015). Do we really need media education 2.0? Teaching media in the age of participatory culture. In T.-B. Lin, V. Chen, & C. S. Chai (Eds.), *New media and learning in the 21st century* (pp. 9–22). Singapore: Springer Singapore. Gee, J. P. (2009). Digital media and learning as an emerging field, Part I: How we got here. *International Journal of Learning and Media*, *1*(2), 13–23.	

Class Sessions

Week	Topic	Reading(s)	Assignment(s) Due
Week 5	**Media Literacy II**	Marwick, A. & Lewis, R. (2017) *Media manipulation and disinformation online*. Data & Society Research Institute. GIMP Essential Training: **2. Working with Layers**	Image Challenge 2
Week 6	**Remix**	Knobel, M., & Lankshear, C. (2008). Remix: The art and craft of endless hybridization. *Journal of Adolescent & Adult Literacy*, *52*(1), 22–33. Ferguson, K. (2015) Everything is a remix. (Video)	
Week 7	**Mini-Break**	GIMP Essential Training: **3. Creating Selections and Masks**	Everyone should have released at least one podcast episode by now.
Week 8	**Information Literacy Workshop**	Present your Information Literacy drafts to your peers and give feedback	Information literacy drafts Image Challenge 3
Week 9	**Social Media I**	boyd, d. (2014) It's complicated. **Chapter 1**. boyd, d. (2014) It's complicated. **Additional chapter**.	
Week 10	**Social Media II**	Joosten, K. (2013) *Social media for educators*. San Francisco, CA: Jossey-Bass. **Chapters 3 and 4**. Joosten, K. (2013) *Social media for educators*. San Francisco, CA: Jossey-Bass. **Chapter 1 *(Optional)***	Image Challenge 4 Everyone should have posted at least one blog post by now.

Class Sessions

Week	Topic	Reading(s)	Assignment(s) Due
Week 11	**Design Thinking**	Burdick, A., & Willis, H. (2011). Digital learning, digital scholarship and design thinking. *Design Studies*, *32*(6), 546–556. Schön, D. A. (1992). Teaching and learning as a design transaction. In N. Cross, K. Dorst, & N. Roozenburg (Eds.), *Research in design thinking* (pp. 21–36). Delft, The Netherlands: Delft University Press. Design thinking for educators toolkit	
Week 12	**Video Project Workshop**	Present your Video Project drafts to your peers and give feedback	Video Project drafts
Week 13	**Thanksgiving**		
Week 14	**Games and Alternate Reality**	West, D. (2012) *Digital schools*. Washington, D.C.: Brookings Institute Press. **Chapter 4**.	Information Literacy (final)
Week 15	**Project Time**		Use this time to work on your project
Week 16	**Project Time**		Use this time to work on your project

Class Sessions

scholarship

Through readings and class discussions, students will analyze the effects - both positive and negative - of various digital tools for different end users

Through projects, students will put together a digital portfolio to showcase their skills

reflective practice

Through group assignments, class discussions, and projects, students will reflect on the kinds of digital tools and 21st century skills they can use to enhance learning

Through projects, students will develop hands-on experience with multiple tools and media editing and will reflect on what tools and media are best used in which environments

Through readings and class discussions, students will reflect on the conditions and appropriateness of using various tools and media

Through class projects, students will learn how visual and media design can be manipulated for different audiences and purposes

Through readings, class discussions and projects, students will reflect on the ethical dimensions of privacy and security

social justice

Through readings, class discussions, and projects, students will learn about universal design as a way of improving accessibility for different learners and users

Through readings and class discussions, students will consider the diverse contexts and demographics in which learning technologies are deployed

Through readings, class discussions, and projects, students will explore ways of using technology to present ideas and learning in multifaceted ways

inclusive community

Through group assignments, students will learn how to use technology to improve collaboration

wellness

Through readings, class discussions and projects, students will explore the creative ways that others, especially children and youths, have used digital tools to produce and distribute media products

Through projects, students will develop technical skills, such as web design, visual, audio and video editing, and use it to express their creativity

Information Literacy

The Information Literacy project is an open-ended assignment. You can choose to create a mini-unit or create a tutorial that teaches or raises awareness about Information Literacy (or media/news literacy). Your project can draw on existing material, although it should be more than just a collection of tools and resources.

Image Manipulation

Throughout the course, you will learn about how to edit images, starting with basic skills such as cropping, rotating, changing size, adjusting resolution, and so on. Your grade will be based on mini-challenges throughout the semester as well as a culminating challenge assigned once you have acquired all the necessary skills. You will need all these skills for other assignments, too, particularly the Video Project.

Blog

In addition to class participation, you will post at least two blog entries in our class blog. The post should be based on your reflection of the reading, as well as any other connections you want to make. If you are new to blogging, you can find some examples of blogs on Moodle. Each post should be roughly 500-700 words. These posts are in addition to your weekly participation.

Podcast

Together with one or two other students, you will put together two short podcast episodes (10-15 minutes each) that discusses the readings. These podcasts should be an interesting discussion about the readings between the participants. Part of your grade will come from how well the podcast is edited (something we will cover in class).

Participation

This is a graduate course where you are expected to complete weekly readings and fully participate in discussions in class and on Moodle. In order for the discussion to flow smoothly online, you should respond to the forum discussion by the dates noted on the syllabus, and spend the remainder of the week responding to what your peers have posted. Your responses to your peers should be thoughtful, critical and substantive. Your participation grade will be based on the timeliness and quality of your posts, your responses to your peers, and any other activities that might be associated with the week.

Your participation grade is given out on a weekly basis. You can track your participation grade through your Progress Report. Late or missed points cannot be made up, although you can earn points through Power Ups. Any participation posted two days after the deadline cannot be made up.

Grades and Assignments

Video Project

The video project is an open-ended project that lets you showcase your image, audio, and video editing skills. You can choose either to create your own video or base it around a narrated slideshow that you might use for an actual class. Your grade will be based on the content as well as the techniques you showcase, such as mixing in different kinds of media and audio clips.

Power Ups

Power Ups give you a chance to earn extra credit points. Specific ways that you can earn (and lose!) points are described in the Progress Report.

Grades

Participation	25%
Information literacy	15%
Image manipulation	10%
Blog	10%
Podcast	15%
Video project	25%

Note to students

If you miss an important assignment or consistently miss participation due to an emergency, you can make it up as long as you have documentation. Participation points can usually be made up in later weeks or through Power Ups.

Grades and Assignments

University Statement on Academic Integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared – this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

University Statement on Academic Assistance for Students With Disabilities

If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact the Student Access Office (SAO) at 516-877-3806 or send an email to sao@adelphi.edu. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL Interpreters or Transcription Services.

The Code of Academic Honesty

The Code of Academic Honesty prohibits behavior that can broadly be described as lying, cheating, or stealing. Violations of the Code of Academic Honesty will include, but not be limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas not approved by the professor
3. Unauthorized multiple submission of one's own work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating
10. Other forms of academic dishonesty

Policies and Documents

Student Course Evaluations

During the last two weeks of the class, you will receive notification, via email and eCampus, that the course evaluation is available for your input electronically. Availability will end at the start of the final examination period. Your feedback is valuable and I encourage you to respond. Please be assured that your responses are anonymous and the results will not be available to the instructor until after the end of the semester and therefore after course grades have been submitted.

Use of Student Work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. Additionally, all Adelphi University faculties have their work peer-reviewed regularly including reviews of their teaching performance. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

**New York State requires 15 hours of instructional time for each credit hour. In this 3 credit course, the required 45 hours consists of 30 instructional hours (27.5) clock hours) of in-class instruction and 15 instructional hours (15.0) clock hours) of extended instruction. Extended instruction refers to "outside of the classroom" learning, the delivery and content of which will be determined by the instructor.

Policies and Documents