

ENG 552: Pedagogical Issues in English Studies: Teaching and Technology

Spring 2015

Macomb: Tuesdays 2:00 p.m. to 4:30 p.m. (Simpkins 014)

Quad Cities: Wednesdays 5:30 p.m. to 8:00 p.m. (QC Complex 2108)

<http://drbuchanan.tumblr.com/>

#eng552

Dr. Rebekah Buchanan

Office: SI 226 B

Office Hours: Macomb: T 12:30 p.m.-1:30 p.m. and 4:30 p.m. to 5:00 p.m.;

Th 12:30 p.m. to 2:00 p.m.

Quad Cities: Wed 4:00-5:00 p.m.

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What does it mean to be literate? How have literacies changed with the introduction of new media and technologies? In this class we'll examine how new technologies and new media change the way people learn and how these changes are tackled in English studies. We will explore debates around new media, digital humanities, and technologies in the classroom and interrogate different types of literacies. We will ground our discussions in the belief that literate practices are embedded in social practices, contexts, and identities and that it is these social and cultural contexts that allow us to acquire and study literacies. We'll engage in sociocultural approaches to exploring new literacies and literacy in connection with social practices, developing ways to connect sociocultural approaches to digital technologies in the English classroom.

Course Goals:

- Examine the ways in which new media and technology are changing the ways in which we learn.
- Become familiar with the framework of new media literacies and the impact of technologies on students, educational institutions, and culture.
- Explore and respond to debates surrounding technologies and new media in the classroom.
- Apply technologies in curricular design and teaching.
- Design a research project that addresses the use of media in the classroom.

Required Texts:

- Gold, Matthew, Ed. (2012). *Debates in the Digital Humanities* (<http://dhdebates.gc.cuny.edu/debates>).
- Shipka, Jody. (2011). *Toward a Composition Made Whole*. Pittsburgh, PA: Pittsburgh UP.
- Wysocki, Anne Frances, et al. (2004). *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State University Press
- Various Course Readings

Course Policies

Attendance

As graduate students, you should not miss any classes. Missed classes cannot be made up and if you are not in class you are absent. You are allowed to miss one class. After that, each missed class will be a deduction of five percentage points to your final grade. For example, a final grade of 92% will become 87% after your second absence and 82% after your third. In addition, if you arrive late or leave early, this will also count towards an absence. Please, save your absence for when you are sick and you need it.

Community

This course is designed to create an academic community where we all learn from each other. Because the content of this class is not fixed but evolving and because students often bring new perspectives and experiences that enrich the content, students are expected to participate as members of a collaborative learning community, listening to and learning from each other as well as from me. Successful engagement requires students to approach the material and assignments with a positive attitude, an open mind and a desire to learn. I welcome your feedback and will be happy to hear any suggestions you have for improving the course. In addition, if we need to make changes in the course to better service the community we create, we will do so.

Late Work

No late work will be accepted. If you are going to miss class you must submit your work ahead of time.

Paper Formatting

All papers should be typed, double-spaced, 12-inch font, one-inch margins. You do not need a cover page, but please number your pages. All papers are due in hard copy at the beginning of class, unless the assignment requires for you to submit your work electronically or before class.

Social Networking Sites

For this course, you will need to set up accounts on the following social networking sites: Tumblr and Twitter. (You can also find links to all articles if you set up an account at Zotera.) You do not need to use your full name, or even your real name, for these accounts. If you write publicly under your real name, you can begin to establish a public academic identity and network with others in your field. But, keep in mind that your online presence will exist beyond this course, so if you do not want the work you do in this course to be part of your searchable identity, you should consider creating an alias.

Writing Center

The Writing Center is available to help you at any stage in your writing process. Please feel free to talk with a tutor about larger issues such as organization and clarity or getting help with grammatical problems or other surface level concerns. The University Writing Center is located in Simpkins Hall 341. Call 298-2815 for an appointment.

Americans With Disabilities Act (ADA)

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies me of the need for an accommodation. For me to provide the proper accommodation(s), you must obtain the documentation of the need for an accommodation through Disability Support Services and provide it to me. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire about such particular needs. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact me as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional service.

WIU Student Rights and Responsibilities

WIU Student Rights and Responsibilities are outlined on the web at <http://www.wiu.edu/provost/students>. You should be familiar with both your rights and responsibilities.

Academic Integrity Policy

Please be aware of WIU's academic integrity policy found at <http://www.wiu.edu/policies/acintegrity.php>. Any violation of this policy will result in immediate failure of the course.

Assignments

Discussion Lead and One-Pagers	15%	(150 points)
Tumblr and Twitter	30%	(300 points)
Media Artifact Exercise	10%	(100 points)
Scouting Report	10%	(100 points)
Final Pedagogy Project	25%	(250 points)
Final Presentation	10%	(100 points)
Total:	100%	(1000 points)

I will calculate the final grades as follows:

90-100% (900-1000 points): A	80-89% (800-899 points): B	70-79% (700-799 points):
C 65-69% (650-699 points): D	Below 65% (0-649): F	

Assignment Details

Discussion Lead and One-Pagers

You will each lead class discussion of a course reading at least three times during the semester. (Preferably once for each major text.) Prior to leading the class discussion, you will electronically submit a one-pager on your reading by 5 p.m. the day before you are to present. A one-pager is a typed, single-spaced paper in which you summarize the reading in no more than half a page. Then, you must respond to the content in terms of connections with other course readings or class discussions. One-pagers are not personal narratives, rants, or digressions; they should demonstrate your comprehension of the text and your ability to analyze, synthesize, and/or evaluate its content. At the end, you should include a few questions that you will use to start class discussion.

Tumblr Participation

You will create a Tumblr account to use during this course. You will follow the course Tumblr and follow your classmates. (You can find me on Tumblr at drbuchanan.tumblr.com). Starting Week Two, each week prior to class you will respond to the course reading on your Tumblr page. You should reflect on your readings and other coursework and address how it applies to your teaching and research. You may also connect it to other courses, reading, or work you are doing. In addition, you can ask questions or bring up topics you would like to further discuss based on the readings. You do not need to reference all the readings; you should focus on salient points of interest you find each week. You are also expected to read—and at times respond to—your classmates' Tumblrs.

Media Artifact Exercise

Media culture (print, screen, digital, audio) plays a critical role of how we make sense of the world around us. For this assignment, I want you to think critically about the role of media in your life. You will select one or two artifacts that express your taste and experience with media. These “media artifacts” can reflect your relationship with any dominant media. You should choose artifacts that have a significant meaning for you (favorite books, magazines, newspapers, CDs, photographs, videogames, websites, smartphones, movies, television shows, etc). You will write a 900-1200 word paper on the meaning of the object in your life. You want to share something meaningful about your participation in popular culture. Introduce us to your life and media experience. We will all share our artifacts in class, so be ready to talk about your artifacts and experiences.

Investigative Report

You will write a short (1200 word) paper and presentation (5 minutes) about an online archive/community/event/text that you could use while teaching a composition or literature class. Your report should address what counts as literacy, how literacy changes in response to the new media landscape, and what value should be ascribed to the new communication forms found online. You will draw from your understanding of new media literacies literature and your personal experience as a user of new media tools and platforms.

Final Project and Oral Presentation

The goal of this course is to address pedagogical issues in English studies. To that end, you will complete one of four final options focusing on an English language arts, composition, or literature classroom. (A) Design a workshop to present to other teachers on ways to incorporate technologies into the classroom. You will design a lesson plan, handouts, and presentation materials for a 60-minute presentation. (B) Design a syllabus, assignment sheets, handouts, and rubrics for a specific course. (C) Design a website or other media project to be used in a specific course to engage students in new media literacies or digital humanities. (D) Have another idea? Talk with me and about what you want to create. In addition, you will complete a 15-20 minute presentation on your final project.

Course Schedule

(This course schedule is subject to change)

Week	Reading	Assignment
#1: Jan 20/21	<i>Five Things We Need to Know About Technological Change:</i> Neil Postman; <i>Digital Natives, Digital Immigrants:</i> Mark Prensky; <i>Reconsidering Digital Immigrants:</i> Henry Jenkins	
#2: Jan 27/28	Debates in the Digital Humanities Intro and Part I (Kirschenbaum, Fitzpatrick, Spiro, Svensson)	Set up Tumblr Follow classmates
#3: Feb 3/4	Debates in the Digital Humanities Part II (Ramsay & Rockwell, Drucker, Bianco, McCarty)	Media Artifact
#4: Feb 10/11	Debates in the Digital Humanities Part III (McPherson, Losh, Sample, Williams, Edwards)	
#5: Feb 17/18	Debates in the Digital Humanities Part IV (Wilkins, Fyfe, Fraistat, Flanders, Earhart)	Final Project Brainstorming
#6: Feb 24/25	Debates in the Digital Humanities Part V (Waltzer, Reid, Alexander & Frost-Davis, Brier)	
#7: March 3/4	<i>Toward a Composition Made Whole:</i> Intro, Ch. 1, Ch. 2, Ch. 3	Investigative Report
#8: March 10/11	<i>Toward a Composition Made Whole:</i> Ch. 4, Ch. 5, Conclusion	
Spring Break: March 16-20—Be Safe		
#9: March 24/25	<i>Writing New Media:</i> Opening New Media to Writing	Final Project Proposal
#10: Mar 31/Apr 1	No Formal Class, Post to Tumblr and Twitter and work on Final Project	
#11: April 7/8	<i>Writing New Media:</i> Students Who Teach Us	
#12: April 14/15	<i>Writing New Media:</i> Toward New Media Texts	
#13: April 21/22	<i>Writing New Media:</i> Box Logic	
#14: April 28/29	<i>Writing New Media:</i> The Database and the Essay	
#15 May 5/6		Final Presentations

Final Projects Due by Time of Finals:
Tuesday at 3:00 p.m. (Macomb) or Wednesday at 5:30 p.m. (Quad Cities)