



**UNIVERSIDAD DEL NORTE
MASTER'S IN ENGLISH TEACHING
COJUNCTURAL SEMINAR (Semester IV):**

“Literacy? Literacies? Multiliteracies? What are we talking about?”

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Seminar Schedule:

Sessions 1 and 2: Saturday, September 26

Sessions 3 and 4: Saturday, November 14

Seminar Overview

The field of literacy at large has moved at a very fast pace since the 1970s and it keeps moving faster with each new decade (Mora, 2011). In this time, how we define literacy and a myriad of alternative terms surrounding the evolution of reading and writing has become more diverse and, sometimes, convoluted. Do we use literacy in singular... or plural (Lankshear & Knobel, 2011)? What do we mean by “new” or “21st century” literacies? And how about all those “multi-“ (Jacobs, 2013) terms that keep emerging, such as multiliteracies (New London Group, 1996; Cope & Kalantzis, 2009) or multimodality (Kress, 2010)? Most importantly, what are the conceptual and practical implications of these new ideas surrounding literacy in (and around... we'll get to that later) our English classrooms?

Those questions and the growing concerns about literacy around the world and in Colombia (Mora, 2014a) will be the object of this seminar. I intend to share with you my experiences comprising 10 years, a dissertation, and my ongoing research agenda with the Literacies in Second Languages Project (Mora, 2015) to reflect and discuss how to make sense of these ideas and how to think of concrete ways to “read the word and the world” (Freire & Macedo, 1987) in today's language ecologies (Mora, 2014b).

The format for our four sessions will combine some lectures and explanations with interactive discussions. You are expected to both pose further questions to make sense of these topics and start proposing practical and tangible ways to translate these ideas to your practice.

Assignments

I have proposed three assignments, intended to provide plenty of peer interaction and engagement with the concepts and digital tools of text production:

Assignment 1 – Response Podcast (40% of final grade). Response papers have been a very effective way to react to topics and literature over the years. In the spirit of this seminar, I have decided to combine response papers with the idea of podcasts. Students in the seminar should work in pairs or trios and develop a 10-15 minute podcast where you will develop an argument for the following question:

- What would it take for our curriculum at large to adapt some of the ideas about literacy we are discussing in the seminar?

You should reflect on this question in light of both the seminar readings *and* the other seminars from the MA program. You will record your podcast and upload it to Soundcloud, YouTube, etc. Make sure to send me the link to the podcast when it is ready!

Assignment 2 - Literacy and multimodality around our classrooms: A multimodal essay (50% of final grade). Both *New Literacy Studies* and *Multiliteracies* have embraced the notion of *multimodality* (Kress, 1997, 2000, 2010; Mejía-Vélez & Salazar Patiño, 2014; Mora, 2013, 2014a; Street, 2013) as a building block for a great deal of their work. In pairs or trios, you should prepare a multimodal essay that explains where and how you are discovering literacy and multimodality around your classroom. You may include interviews with colleagues or students, but you will need to have them sign a consent and release form for that purpose (in the case of children, you will need their parents to sign said forms). While your videos should include a healthy dose of images, sound, and video, it is also essential that you include plenty of narration that demonstrates a grasp of the fundamental concepts we are discussing in class (this is, after all, an academic exercise). Videos should be around 5 minutes in length. You should include all the readings from the on-site and virtual sessions (including the further readings) and reference all of them (APA style) in the credits.

Assignment 3 – Micro-blogging pledge (10% of the final grade). As a bookend and follow-up to the first two assignments, each of you must make a brief pledge and post in on social media. The pledge is just a short sentence (featuring some images for support) where you will point out *one very simple tweak* you intend to do in your classroom practice to incorporate the ideas from this seminar. You should post it on Twitter or Instagram and mention either the Twitter handle @Islp_colombia or the Instagram handle @Islpcolombia (If you do not have either of these... well, you can always get your students involved in the task... in fact, I will give *extra* credit to those who do!). In the message, you should include the hashtag #myliteracypledgeis to introduce your statement.

Expectations

Classwork. I expect all of you to be on time for both sessions. No assignments will be accepted after the due date without a proper excuse. The deadlines are set well in advance so check your personal or work schedules to ensure there are no conflicts. If you foresee a conflict, talk to me immediately so we can make proper arrangements. Each

assignment has specific guidelines for submission. Should you have any questions about the course, please e-mail me at rmoraa@uninorte.edu.co

Participation. Since all of you are teachers and this is a graduate-level course, I expect a high degree of professionalism and ethical behavior from all of you. I expect all of you to be prepared to participate in every class. This includes reading the assigned readings and documents and bringing all required resources at all times. All of you should be prepared to raise questions and issues as the result of your reading and the interactions with your instructor *and* each other. If you disagree with any ideas in class, feel free to say so in a proper fashion. To me, the classroom is a community of learners and scholars. Respectful interactions are important for the success of the academic exercises in which we will engage.

Methodology. You will engage in class work for 8 hours on both sessions of this seminar. You should also account for the time you will need to develop each assignment. The schedule features all the readings that you must read in preparation for each class. You will receive detailed instructions on how to go about your reading.

In addition, the course will engage you in the use of digital tools for both assignments. You should be mindful that there is a *learning curve* involved in this process and that is always *by design*. Be prepared, as I like to say, to “be learned” as you delve into the digital world.

Ethical guidelines. All assignments are to be original work. As a scholar, I abide by the highest standards of academic integrity, including strong stances against cheating and plagiarism. Guidelines against cheating and plagiarism in this course will follow any internal guidelines that Universidad del Norte has set in place for academic integrity, as well as existing Colombian copyright legislation, such as Ley 23 de 1986, specifically Article 31 (<http://www.cerlalc.org/documentos/colo23.htm>) and Ley 1032 de 2006 (http://www.unal.edu.co/dib/cip/pi_ley_1032_2006.html). Please make sure to get yourselves acquainted with these laws.

Resources

You will find all the necessary readings and handouts in a designated Dropbox folder. I will include links to the media in Scholar. It is your duty to ensure you can access the site and resources by contacting me so that I can add your e-mail accounts. In addition to online resources, you are supposed to have a notebook/journal with you at all times. We will do extensive note-taking during the course.

Technology

If you happen to have a laptop or tablet you can bring it to class as well (I suggest against phablets¹ or smartphones/iPhones, as reading these files from their screens can be a bit cumbersome at times). It is advisable to download the readings to your hard drives before the class. I am all about saving the trees, so I encourage you to go digital whenever possible. In the extreme case that you should need to print the readings, please do so on both sides of the sheet, print 2 pages per side of the sheet, or use scrap paper. Regarding the use of cell phones and smartphones, I kindly ask you to avoid using your phones/smartphones/iPhones/phablets as much as possible. We only meet for 6 hours in our allotted weekends, so unless we are talking about life-or-death situations in your lives (which may happen), I expect not to see any communication devices in your hands.

Communication Etiquette

Learning how to communicate in writing is an important and necessary skill that all academics must develop in order to network effectively with other professionals. In many cases, a well-crafted e-mail is the difference between receiving a reply from faculty and researchers in other institutions and having your message deleted right away. Check the following websites with information about e-mail etiquette, and please keep these rules in mind for any and all academic communications, within this class and beyond:

- <http://owl.english.purdue.edu/owl/resource/636/01/>
- <http://thermaltoy.wordpress.com/2013/01/26/dr-who-or-professor-who-on-academic-email-etiquette/>
- <http://www.usm.edu/chemistry-biochemistry/e-mail-etiquette-adapted-academia>
- <http://web.cn.edu/kwheeler/documents/Academic%20Etiquette.pdf>
- <http://akiraconnor.org/2011/11/03/e-mail-etiquette-how-to-make-contact-with-academics/>
- <http://science.kennesaw.edu/~hmattord/email.htm>
- <http://www.101emailtippettips.com/>
- <http://office.microsoft.com/en-us/outlook-help/12-tips-for-better-e-mail-etiquette-HA001205410.aspx>
- <http://www.emailreplies.com/>

Schedule of Activities and Resources

Session 1: September 26, 8:00 to 12:00

Part 1: Introducing the idea of “literacy”

Harste, J. C., & Vasquez, V. (2011, September 4). What do we mean by literacy now: Critical curricular implications. [Webinar]. In *Global Conversations in Literacy Research Web Seminar Series*. Retrieved from [Rea](#)

Mora, R. A. (2014d). Literacy. *LSLP Micro-Papers*, 7. Available from <http://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-7-lite-racy.pdf>

Street, B. V. & Lefstein, A. (2007). *Literacy: An advanced resource book*. London, UK: Routledge.

¹ Phablet: a portmanteau of the words Phone + Tablet

Part 2: Navigating the terminology

- Cañas, C. & Ocampo, A. P. (2014). Multiliteracies. *LSLP Micro-Papers*, 8. Available from <http://srgl2upb.wix.com/lslp-medellin#!lslp-micro-papers/c11n9>
- Knobel, M. & Lankshear, C. (2014). Studying new literacies. *Journal of Adolescent & Adult Literacy*, 58(2), 97-101. doi:10.1002/jaal.314
- Jacobs, G. E. (2013b). Multi, digital, or technology? Seeking clarity of teaching through a clarity of terms. *Journal of Adolescent & Adult Literacy*, 57(2), 99-103. doi:10.1002/JAAL.227
- Mejía-Vélez, M. C. & Salazar Patiño, T. (2014). Multimodality. *LSLP Micro-Papers*, 4. Available from <http://srgl2upb.wix.com/lslp-medellin#!lslp-micro-papers/c11n9>
- O'Byrne, W. I. (2014). Empowering learners in the reader/writer nature of the digital informational space. *Journal of Adolescent & Adult Literacy*, 58(2), 102-104. doi:10.1002/jaal.337
- Rowell, J. & Walsh, M. (2008). Rethinking literacy education in new times: Multimodality, multiliteracies, and new literacies. *Brock Education*, 21(1), 53-62.

Session 2: September 26, 13:00 to 17:00

Part 3: New Literacies in the Classroom

- Bailey, N. M. (2009). "It makes it more real": Teaching new literacies in a secondary English classroom. *English Education*, 41(3), 207-234.
- Compton-Lilly, C. F. (2009). What can New Literacy Studies offer to the teaching of struggling readers? *The Reading Teacher*, 63(1), 88-90. doi:10.1598/RT.63.1.10
- Lai, S-J & Tseng, M-i. L. (2011). Taking an ecological view to research Taiwanese EFL students' English literacy learning. *Asian EFL Journal*, 13(3), 301-330
- Street, B. (2013a). Multimodality and New Literacy Studies. What does it mean to talk about 'texts' today. In *ML2 Open Lecture Series*. Retrieved from <http://vimeo.com/88937627>
- Street, B. (2013b). New Literacy Studies. In M. Grenfell, D. Bloome, C. Hardy, K. Pahl, J. Rowell, & B. Street (Eds.), *Language, Ethnography, and Education: Bridging New Literacy Studies and Bourdieu*. New York, NY: Routledge.
- White, J. W. & Hungerford-Kresser, H. (2014). Character journaling through social networks: Exemplifying tenets of the New Literacy Studies. *Journal of Adolescent & Adult Literacy*, 57(8), 642-654. doi:10.1002/jaal.306

Part 4: Multimodality

- Hundley, M. & Holbrook, T. (2013). Set in stone or set in motion? Multimodal and digital writing with preservice English teachers. *Journal of Adolescent & Adult Literacy*, 56(6), 500-509. doi:10.1002/jaal.171
- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. London, UK: Routledge.
- Serafini, F. (2011). Expanding perspectives for comprehending visual images in multimodal texts. *Journal of Adolescent & Adult Literacy*, 54(5), 342-350. doi:10.1598/JAAL.54.5.4
- Vasudevan, L. & Reilly, M. A. (2013). In the middle of something: Reflections on multimodal inquiry as artful bricolage. *Journal of Adolescent & Adult Literacy*, 56(6), 455-459. doi:10.1002/JAAL.165

- Grabill, J. T. & Hicks, T. (2005). Multiliteracies meet methods: The case for digital writing in English education. *English Education*, 37(4), 301-311.
- Guth, S. & Helm, F. (2012). Developing multiliteracies in ELT through telecollaboration. *ELT Journal*, 66(1), 42-51. doi:10.1093/elt/ccr027
- Seglem, R., Witte, S., & Beemer, J. (2012). 21st century literacies in the classroom: creating windows of interest and webs of learning. *Journal of Language and Literacy Education* [Online], 8(2), 47-65.

Session 3: November 14, 8:00 to 12:00 (NOTE: Readings in boldface are required for class discussion)

Part 5: Multiliteracies

- Angay-Crowder, T., Choi, J., & Yi, Y. (2012). Putting multiliteracies into practice: Digital storytelling for multilingual adolescents in a summer program. *TESL Canada Journal/Review TESL du Canada*, 30(2), 36-45.
- Cope, B. & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164-195. doi:10.1080/15544800903076044**
- New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60-92.
- Jacobs, G. E. (2013a). Designing assessments: A Multiliteracies approach. *Journal of Adolescent & Adult Literacy*, 56(8), 623-626. doi :10.1002/JAAL.189**

Part 6: Digital Literacies

- Beavis, C. (2014, March 16). Living in a digital world: Literacy, learning, and videogames. [Webinar]. In *Global Conversations in Literacy Research Web Seminar Series*. Retrieved from https://www.youtube.com/watch?v=j1yBo6h1_GI
- Celiński, P. (2014). Digital literacy: From receiving to making media. *ML2 Open Lecture Series*, 5. Retrieved from <https://vimeo.com/channels/ml2/106219302> and <https://vimeo.com/channels/ml2/106218793>**
- González, C. A. (2014). Digital Literacies. *LSP Micro-Papers*, 5. Available from <http://srgl2upb.wix.com/lslp-medellin#!lslp-micro-papers/c11n9>
- Hicks, T. & Turner, K. H. (2013). No longer a luxury: Digital literacy can't wait. *English Journal*, 102(6), 58-65.**
- Mora, R. A. (2014b) Rethinking the intersection between technology, digital literacies and language ecologies. *ENLETAWA Journal*, 7, 115-128.**

Session 4: November 14, 13:00 to 17:00 (NOTE: Readings in boldface are required for class discussion)

Part 7: New Literacies, New Calls for Action

- Comber, B. (2015, February 1). Literacy, place and pedagogies of possibility [Webinar]. In *Global Conversations in Literacy Research Web Seminar Series*. Retrieved from <http://youtu.be/4-eYFc8mi7o>

- Mora, R. A. (2015). City literacies in second languages: New questions for policy and advocacy. *Journal of Adolescent & Adult Literacy*, 59(1), 21-24. doi:10.1002/jaal.440
- Mora, R. A. (2015b, April 12). Revisiting today's language ecologies: New questions about language use and literacy practices. [Webinar]. In *Global Conversations in Literacy Research Web Seminar Series*. Retrieved from <http://youtu.be/CMLnXwx3IRY>**
- Morrell, E. (2012). 21st-century literacies, critical media pedagogies, and language arts. *The Reading Teacher*, 66(4), 300-302. doi:10.1002/TRTR.01125**

Additional resources

Websites featuring ongoing research on literacies:

- Global Conversations in Literacy Research (GCLR) – An initiative by Dr. Peggy Albers and her doctoral research assistants at Georgia State University, GCLR features webinars by some of the leading literacy researchers in the world, making it an excellent resource to learn about the current issues in the field. Some GCLR webinars are actually class resources for this course! You can access GCLR at <https://globalconversationsinliteracy.wordpress.com/> and <https://www.youtube.com/channel/UCay7UB8Mm5SpRnPy6Mxl5Gg/feed>
- New Learning – A website documenting the literacy research by Dr. Mary Kalantzis and Dr. Bill Cope (University of Illinois at Urbana-Champaign), including research on multiliteracies, the Learning by Design project, and other materials – <http://newlearningonline.com>
- New Media Literacies – A website by Dr. Henry Jenkins (University of Southern California), which documents research efforts toward participatory use of media from a critical standpoint – <http://www.newmedialiteracies.org/>
- New Literacies Research Lab – A website for the New Literacies Research led by Dr. Donald Leu (University of Connecticut), focusing on the changing nature of reading in the digital world – <http://www.newliteracies.uconn.edu/>
- Everyday literacies – A website featuring selected resources from the work of Dr. Michele Knobel (Montclair State University) and Dr. Colin Lankshear (Mount St. Vincent University) – <http://everydayliteracies.net/>
- Initiative for 21st Century Literacies Research – A project led by Dr. Shelbie Witte (Florida State University) to engage in research about what it means to talk about literacy today – <http://www.initiativefor21research.org/>
- Literacies in Second Languages Project (LSLP) – This initiative, housed at UPB-Medellín, is currently researching how to make better sense of the literacies that are present in our city and our schools. You will also find our LSLP Micro-Papers there. – <http://literaciesinl2project.org>
- My own website features more ideas to use literacies in second languages. Please visit <http://www.elpatronhimself.net/teaching.html> for more examples.

Social Networking Sites about literacy:

- Language, Literacy & Identity Interest Group on Google+ <https://plus.google.com/u/0/communities/114435711930819046310>
- New Literacies Collaborative at NC State University Facebook Group <https://www.facebook.com/groups/111870137568/>

Examples of Working Papers series in literacy and TESOL:

- Arizona Working Papers in Second Language Acquisition and Teaching – <http://w3.coh.arizona.edu/AWP/>
- Concordia Working Papers in Applied Linguistics (COPAL) from Concordia University in Canada – <http://doe.concordia.ca/copal/>
- Tilburg Papers in Culture Studies from Tilburg University in Belgium – <http://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/tpcs/>
- Working Papers in Urban Languages and Literacies (WPULL) from King's College London – <http://www.kcl.ac.uk/innovation/groups/ldc/publications/workingpapers/index.aspx>
- Working Papers in Literacy, Culture, and Language Education from Indiana University – <http://education.indiana.edu/graduate/programs/literacy-culture-language/specialty/wpicle/>
- Working Papers in TESOL and Applied Linguistics from Teachers College, Columbia University – <http://journals.tc-library.org/index.php/tesol>
- Working Papers in Second Language Studies from the University of Hawai'i – http://www.hawaii.edu/sls/?link=working_papers

More information on journals and articles on literacy/education:

- The Directory of Open Access Journals (<http://doaj.org>) listed 34 journals under the “literacy” keyword, 7 under “language and literacy” and 249 under “language”.
- Our database (<http://consultaremoti.upb.edu.co>) features some top journals on language and literacy (JSTOR and EBSCO) such as: Journal of Adolescent & Adult Literacy | Reading Research Quarterly | TESOL Quarterly | English Education | Literacy
- I also recommend looking at the Education Resources Information Center (ERIC – <http://eric.ed.gov>). You can also find articles and papers on different education topics.
- In the Dropbox course folder, you will find a working document in the “Additional Resources” subfolder. This document, compiled by Dr. Michael Lessard-Clouston (Biola University, USA) includes over 830 journals, magazines, and working papers series. I encourage you to go over it and keep it handy as a reference for present and future work in ML2 and beyond.

Colombian Journals:

- PROFILE Journal (U Nacional) – <http://www.revistas.unal.edu.co/index.php/profile>
- Colombian Applied Linguistics Journal (U Distrital) – <http://revistas.udistrital.edu.co/ojs/index.php/calj>
- Revista Íkala (U de Antioquia) – <http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala>
- Revista Matices en Lenguas Extranjeras (U Nacional) – <http://www.revistas.unal.edu.co/index.php/male>
- Opening Writing Doors (U de Pamplona) – <http://owdj.unipamplona.edu.co/>
- HOW Journal (ASOCOPI) - <http://www.howjournalcolombia.org/index.php/how>