

Experimental Literature through the Perspective of Literacy as a Social Practice: Course Design Grid

Governing Values

Teacher:

- Responsibility to students to honor all learning styles and ways of knowing
- Model critical thinking and social justice
- Honor expertise in all students
- Encourage students to challenge their frameworks and question what is considered normal and common sense
- Be an ally to students in all respects of life
- Be an active learner
- To explore the ways we learn to know and not to know

Situational Factors

Specific Context of Teaching and Learning Situation

- 25-30 students
- Upper division undergraduates
- 3 credits, 1 hour three times a week
- Hybrid class; two hours f2f, 1 hour

General Context of the Learning Situation

- Course expectations and content will adhere to the U of U requirements. The non-traditional format of the hybrid class will also incorporate a “professional” seminar type language and environment for the class.
- The hybrid flipped class will combine traditional seminar lectures that are to be watched outside of class time along with required readings as well as activity and lab time during class. This class has student centered mini assessments weekly as well as a final project where the students will create a form of experimental literacy connecting theory of New Literacy Studies with multimodal experimental literacy. This will bridge theory with practice along with artistic elements. Current software and digital applications will be utilized in this course.

Nature of Subject

- Literacy as a Cultural practice explores literacy in a nontraditional model including not only reading and writing but socio-cultural, psychological and systematic influences. Experiential form a Literature challenge the traditional ideas of print literacy to incorporate unconventional ideas of literature. Examines different perspectives on literacy and literate practices. Course readings, assignments and discussions focus on what it means to say that literacy is not only the mastery of process that leads to acts of reading and writing, but is also a cultural, social, historical, and political practice. This course aims to draw connections between literacy as a social practice and creation of experimental forms of literature.

Characteristics of Learning

- Students should have a prior knowledge of critical thinking, and general courses. Students in this course are diverse and all learning styles are encouraged. This course will benefit learned technologically savvy students as well as novice students.

Characteristics of Teachers

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- The instructor should encourage and model critical thinking and self-reflective actions, with appreciation for various ways of knowing and students lived experiences. Instructor would bring knowledge of experimental literacy as well as New Literacy Studies. Teachers should feel comfortable exploring various student centered activities and consistently use classroom time to engage students in critical thinking as well as challenging dominant value and power systems. Instructors should be willing to step away from traditional methods of expertise and knowledge banking. Instructors must engage with collaborative learning from students.

Stage 1: Desired Results

Established Goals (Mission):

Examines different perspectives on literacy and literate practices. Course readings, assignments and discussions focus on what it means to say that literacy is not only the mastery of process that leads to acts of reading and writing, but is also a cultural, social, historical, and political practice.

Course Objectives:

At the conclusion of this course, students will:

- Demonstrate a broad understanding of how multiliteracy, and “literacies as a social practice” perspective developed and its key theoretical tenets; Explain the various perspectives of multiliteracies and delineate the development of literacies as a social practice.
- Analyze and synthesize other theoretical influence on multiliteracy, and “literacies as a social practice” perspective that have a more central focus on culture and non-dominant communities.
- Demonstrate a broad understanding of the field of experimental literature
- Explore digital and twenty-first century literacies as well as experimental forms of literature
- Examine the complex factors that go into twenty-first century literacies and its implications for how we understand experimental forms of literature, enactment/performance of identity, concept of transformative practice and third space.
- Create individual forms of experimental literature and formulate an integrated multimodal model of how third space can be created through experimental forms of literature.

Stage 2: Assessment Evidence (Phase III)

Formative Assessments

- Weekly Readers Notes that will critically analyze the assigned required reading.
- Discussion thread of Readers Notes and comments to other students critical analysis.
- Midterm paper where they would write

Summative Assessments

- Weekly mini assessments that are geared to identifying students processing of curriculum as well as students goals.

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<p>an analysis of how the experimental form of literature reflects the theory of literacy as a social practice referencing articles, theorists and key concepts from the theoretical side of the course.</p> <ul style="list-style-type: none">• Assignments throughout the semester to aid in the creation of the portfolio and final paper.• Final e-portfolio where students would create a form of experimental literature that was purposed in the midterm paper	
<p style="text-align: center;">Stage 3: Learning Plan (Phase I and Phase II)</p>	
<p>Learning Activities:</p> <ul style="list-style-type: none">• In class discussions and exposure to experimental forms of literature• Guidance to students in the creation of experimental forms of literature through progressive projects and reflective assignments that will reflect the final portfolio.• Out of class assignments to aid in critical analysis of theoretical concepts <p>Design will aid in:</p> <ul style="list-style-type: none">• Critical analysis of theoretical concepts, socio-political frameworks and Discourses• Exploration and creation of experimental forms of literature• Creation of <i>third space</i> as social practice	