

ENG 413: Theories of Literacy, 36512

This course is fully online. All work can be completed remotely. Despite the challenges we are all facing together, I am committed to delivering a consistent, inclusive, and quality remote-learning experience this term. This page has information about how we will communicate and how the material in the course will be made available to you.

Communication

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email. Check and adjust your Canvas notifications setting under Account -> Notifications. Plan to check your UO email at least once a day.

Instructor: Emily Simnitt

Email: esimnitt@uoregon.edu

You can reach me three ways:

Office Hours	Email	Appointments
M: 12-1:30 Drop-In Zoom uoregon.zoom.us/my/emilysimnitt W: 12-2 Canvas Chat, email.	Anytime! Use Canvas Inbox for best results. 24-hour response during week, 48-hour on weekend.	Rotating 20-minute slots on Canvas calendar . Email to set up appointments at other times.

Learning Goals

ENG 413: Theories of Literacy is a course in Community Literacy. Together, we will read and discuss theories of literacy developed in the fields of education, anthropology, linguistics, sociology, rhetoric, and others. Individually, you will identify a site of literacy that has moved online during COVID-19 pandemic to observe.

In successfully completing the course, you will be able to:

- describe key concepts in explanations (theories) of how reading and writing (literacies) function and are valued in higher education and community contexts;
- use participatory action research and the principles of reciprocity to ethically participate in literacy activism;
- draw on literacy theory and concepts to analyze real-world literacy practices observed in literacy sites;
- critically evaluate regulations and “standards” relevant to literacy sites in terms of equity, access, social justice, and agency;
- develop recommendations for future literacy-related policy and intervention to increase access to education and civic opportunities.

Paced Modules

The course is organized into 10 weekly modules to follow the 10-week term. Each Friday, a short quiz will be available covering the previous week's material. Successfully completing the multiple-attempt quiz will unlock the overview and module with the next week's materials. This allows us to experience the course together so that we can have rich and meaningful discussions.

Each week, you will find:

- a weekly overview with the week's learning goals, a lesson, and links to the reading material covered in the week's lesson;
- a Discussion Board assignment with weekly prompts designed to help you interact meaningfully with the material and your classmates;
- a Literacy LAB assignment designed to help you reflect on and make connections between the week's learning and your literacy site;
- a link to the week's Quiz reviewing material and unlocking the next week.

Please plan to spend approximately 6-8 hours per week on this course (3-4 reading and 3-4 completing assignments) and possibly more during Weeks 5 and 10 when we will be reviewing course material. If you find yourself spending more time, let me know. If you have difficulty spending enough time on the course, contact me and we will strategize for your success. I am here to work with you!

Your Success Matters!

Doing well in college requires keen time management and organization, which are even more important in online courses since we do not meet in person to review assignments.

We are in this together! I will rely on you to check your email and keep me informed about any struggles you are having. You can rely on me to make adjustments to the best of my ability to ensure a quality learning experience for you!

If at any time you find yourself struggling to keep up with the readings and assignments, please reach out to me as soon as possible. If you notice an error in my assignment instructions or if there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible.

The following pages in the syllabus module provide information about Grading Policies, Assignment Descriptions, our Tentative Schedule, and additional tips for your success in course assignments.

Course Learning Methods

You: Read about literacy. Participate in and observe an online literacy site. Think deeply and write your thoughts down. Connect with class community.

Me: Check your knowledge. Read your thoughts. Think about them seriously. Challenge you to go further by giving feedback, asking questions, and providing additional material.

We: Repeat until material is mastered.

I am committed to making adjustments as we figure out together how to learn remotely.

Grading + Evaluation Principles

The grading policy for this course is built on the following principles:

You control your grade by deciding what work to complete.

Learning happens through steady engagement and reflection over time.

Assignments are the place where I encounter and respond to your ideas and learning.

The overall *work* of the course is more important than the subjective *quality* of any single assignment. Assignments build on each other.

All work will be evaluated as “complete” or “incomplete” using assignment-specific rubrics. Completing assignments as designed leads to achievement of course learning goals.

“Incompletes” are my way of indicating your work isn’t satisfactory. Submitting unsatisfactory work repeatedly will start to lower your final grade. I’ll let you know how to improve and succeed.

“Stuff” happens and some work just needs to be excused.

Completing the Course

Your grade is determined by the number of assignments (Discussion Boards and Literacy LABs) you complete and submission of a fully attempted Final Exam or Final Project. All students are required to complete weekly quizzes. Successful completion of each weekly quiz "unlocks" the following week's overview and module. Multiple attempts are allowed on quizzes.

To earn a "pass," under a P/NP option, complete at least 14/20 weekly assignments and the Final Exam.

Assignments Completed	Grade in Course
18-20	A
16-17	B
14-15	C/Pass
13	D

You will learn the most by completing all assignments. However, if something happens, you will start the course with **3** wild cards that can be used to excuse unsubmitted and unsatisfactory work.

An unsubmitted assignment can be excused by playing two wild cards at once.

An unsatisfactory or incomplete assignment can be excused playing one wild card for each instance.

You can earn up to two additional wild cards by completing additional work. Additional wild cards may become available during the term.

Other Uses Of Wild Cards

Wild cards can also be used to:

- extend the deadline for any assignment beyond the automatic 48-hour grace period of assigned work;
- unlock a weekly overview/module without completing the quiz.

What You'll See In Grades

I will automatically apply wild cards to unsubmitted or unsatisfactory work.

Wild cards will "show up" as "excused" with a note in comments.

Satisfactory work will show up as a checkmark or "complete."

Unsatisfactory or incomplete work excused by wild cards will show up as an "incomplete" with a note in comments.

Missing or unsubmitted work will show up as an "incomplete" with a note in comments.

Optional assignments that you do not complete will show up as "excused" and will not affect your final grade.

Late Work Policy

- An automatic 48-hour extension is available for all assigned work.
- You do not need to contact me.
- After 48 hours, I can no longer accept your work. It will be considered "unsubmitted" unless we come to an agreement.

Shared Responsibilities

I will do my best to be clear about assignment expectations and how I will assess your work. **It's your responsibility to contact me when you are confused, overwhelmed, or unsure about class expectations. Talk to me before an assignment is due, not after.** That way I can help you talk through your confusion, brainstorm ideas, consider possibilities, give you resources, and discuss your work with you—that's an integral part of my role in our class! I can't make exceptions or extend grading deadlines unless you talk to me *before* the assignment is due.

In remaining in the course, you agree to allow me to grant exceptions to any terms if the need arises. I will decide in consultation whether an exception to any class policy is warranted. If something happens beyond your control, it is your responsibility to contact me as soon as possible, usually *before* your work is affected.

Learning in ENG 413 is supported by the following work:

Weekly Quizzes

Short quizzes check learning and engagement with the week's material. Quizzes will be available on Fridays. Successful completion of each week's quiz will unlock the following week's overview + module. For example, completing the WK1 Quiz unlocks the WK2 Overview + Module. You will have at least three attempts to complete each quiz. Wild cards can be used to open a weekly overview/module without successful completion of the previous week's quiz.

Weekly Discussion Boards

Discussion Boards are an opportunity to share ideas about readings and make connections between the week's key concepts and the literacy sites in which each class member is researching/participating. Discussion Boards require an initial post and two substantial comments following the Discussion Board Guidelines (*forthcoming*).

Literacy LAB Notebook

Each class member will select a literacy site and engage in “participatory action research.” That is, you will volunteer in or observe an online a site that teaches or promotes literacies (broadly defined) and record observations about literacy activities through the lens of the theories studied.

The Literacy LAB Notebook is where you will complete weekly freewrites, individual reflections, and observation notes that connect your literacy site to the theories we are studying. Each week’s lesson will include details about what you should include in each week’s entry.

FINAL EXAM or FINAL PROJECT

A “Take Home” final exam will be available beginning in WK10. The Final Project — a COVID-19 Literacy Memori — option requires a midterm conference with me and must be completed by June.

Submitting the Final Exam or the Final Project is required to complete the course. They are due June 10.

See [Grading Policy](#) for details about how wild cards can be used to excuse work you are unable to submit for any reason and keep you on track for the grade you hope to achieve.

OPTIONAL: Extra Work For More Wild Cards

Should you need an additional wild card to achieve the grade you desire, there will be additional Literacy Work you can submit to earn additional wild cards. I'm planning on offering two options. More may become available. Optional work must be completed by the end of week 9.

Required Equipment

I will do my best to make the course as low-tech as possible. You will have the best experience if you can use a laptop or desktop. My goal is to make most work accessible on phones as well. I will rely on you to let me know if you aren't able to access material or complete assignments due to access to technology.

Necessary Skills

Remote learning works best if you are "tech curious." You don't need to be an expert!

Being "tech-curious" means:

- being persistent in investigating solutions to "technical difficulties"
- knowing when and how to ask questions
- learning to be comfortable with failure

*****Technology problems:** Don't wait until the last minute to complete your work! I can help troubleshoot and find solutions as long as you contact me well before the 11:59 p.m. Sunday due date.

*****Need Canvas help?** See the [Student Technology Support](#) page.

Tentative Schedule of Assignments

Below is a tentative schedule of assignments for the course. All articles are available in the [Required and Recommended Reading](#) module. Weekly Overviews will provide up-to-date information. Weekly Overviews will be available upon completion of the previous week's quiz.

WK 1	<p>Introductions, Why Study Literacy? Read + Review: Lesson 1.0, Graff "The 19th Century Origins of Our Times" (22 pages); Boney "The Indomitable Language" (web page graphic narrative); Cushman "The Cherokee Syllabary: A Writing System In Its Own Right" (24 pages — focus on first few sections) Due Sunday, April 5: Discussion Board 1, Literacy LAB (LLAB) Completing the WK1 Quiz will unlock the WK2 Weekly Overview. WK1 Quiz will be available no later than April 3.</p>
WK 2	<p>Community Literacy, Sites of Literacy, Participatory Action Research Read + Review: Lesson 2, Bay "Research Justice As Reciprocity" (20 pages); Smith-Sitton "Pathways to Partnerships: Building Sustainable Relationships Through University-Supported Internships" (11 pages); explore <i>Community Literacy Journal</i> (access through UO library account); review potential literacy sites for observation Due Sunday, April 12: Discussion Board 2, LLAB Entry Completing the WK2 Quiz will unlock the WK3 Weekly Overview. The WK2 Quiz will be available by April 10.</p>
WK 3	<p>Socio-Cultural Literacies Read + Review: Lesson 3, Brandt "Sponsors of Literacy" (22 pages); Byrd "Like Coming Home": African Americans Tinkering and Playing toward a Computer Code Bootcamp" (28 pages); hooks "Engaged Pedagogy" (10 pages); selection of your choice from <i>Community Literacy Journal</i> or other related to your site of literacy keep reading <i>Under the Feet of Jesus</i> Due Sunday, April 19: Discussion Board 3, LLAB Entry Completing the WK3 Quiz will unlock the WK4 Weekly Overview. The WK3 Quiz will be available by April 17.</p>

<p>WK 4</p>	<p>Critical Literacy Read + Review: Lesson 4, Brookfield, "What Is Critically Reflective Teaching?" (19 pages); Love "Theory Over Gimmicks: Finding Your North Star" (54 pages); Freire Faundez "Pedagogy of Asking Questions" (9 pages) finish reading <i>Under the Feet of Jesus</i> Due Sunday, April 26: Discussion Board 4, LLAB Entry Completing the WK4 Quiz will unlock the WK5 Weekly Overview. The WK4 Quiz will be available by April 24.</p>
<p>WK 5</p>	<p>Multi-Modal Literacies Read + Review: Lesson 5, Review previous lessons, New London Group "A Pedagogy of Multiliteracies: Designing Social Futures" (25 pages); Monea "Screenreading" (interactive web-based gallery); TBA Due Sunday, May 3: Discussion Board 5, LLAB Entry WK5 MIDTERM Quiz unlocks the WK6 Weekly Overview. The MIDTERM QUIZ will be available by May 1.</p>
<p>WK 6</p>	<p>Socio-Spatial Literacies Read + Review: Lesson 6, Tye, et al "Weaving and Yarning Sovereign Relationships" (web text); article or literacy artifact of your choosing related to your literacy site Due Sunday, May 10: Discussion Board 6, LLAB Entry Completing the WK6 Quiz will unlock the WK7 Weekly Overview. The WK6 Quiz will be available by May 8.</p>
<p>WK 7</p>	<p>Socio-Material Literacies Read + Review: Lesson 7, TBA; article or literacy artifact of your choosing related to your literacy site Due Sunday, May 17: Discussion Board 7, LLAB Entry Completing the WK7 Quiz will unlock the WK8 Weekly Overview. The WK8 Quiz will be available by May 10.</p>
<p>WK 8</p>	<p>Sensory Literacies Read + Review: Lesson 8, VanKooten "Singer, Writer: A Choric Exploration of Sound and Writing" (video web text); article or literacy artifact of your choosing related to your literacy site</p>

	<p>start reading <i>Under the Feet of Jesus</i> Due Sunday, May 24: Discussion Board 8, LLAB Entry Completing the WK8 Quiz will unlock the WK9 Weekly Overview. The WK8 Quiz will be available by May 22.</p>
WK 9	<p>Future Literacies Read + Review: Lesson 9, article or literacy artifact of your choosing related to your literacy site finish reading <i>Under the Feet of Jesus</i> Due Sunday, May 31: Discussion Board 9, LLAB Entry, OPTIONAL extra work for wild cards must be submitted Completing the WK9 Quiz will unlock the WK10 Weekly Overview. The WK9 Quiz will be available by May 29.</p>
WK 10	<p>Review, Reflect, Project Due Sunday, June 7: Discussion Board 10, LLAB Entry Completing the WK10 Quiz will unlock the Final Overview. The WK10 Quiz will be available by June 5.</p>
FINAL WORK	<p>Due Wednesday, June 10: "Take Home" Final Exam</p>

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