MTLA 665: Literacies, Identities, and Pop Culture Texts  
Tuesdays, 7-9:30  
ECTR 214  
Instructor: Dr. Emily Skinner  
Contact Info.: skinnere@cofc.edu; 860.9864

Office Hours:

Virtual office hours M-F (email)
T: 6-7 p.m. (except on 2nd Tuesday of month)
Th: 3:00-4:30; 7-8 p.m.

Weekly rotating hours (Mon, Sept. 14 3:30-5:00)
By appointment M-F

Course description
This course examines relations between literacies, pop culture, and identities in education. Topics include definitions and uses of pop culture (including digital media) and theories of identities and connections to mass media, cultural studies, media literacy education and to critical literacies. Strategies for culturally relevant pedagogy using literacies standards will be covered.

Course Objectives

Students will:

- Demonstrate understanding of connections between development of foundational and new literacies pop culture texts in areas of reading, writing, listening, speaking, viewing, and designing
- Define pop culture texts and explore and analyze district- and school-level policies of uses of pop culture
- Differentiate between teaching literacies with pop culture texts and teaching technology
- Research connections between identity, pop culture text choices, motivation, and diversity
- Examine how users create identities from texts (both pop culture and digital media)
- Compare intersections of literacies theories about audience and text with theories of mass media, cultural studies, media literacy education, and concepts of participatory culture
- Connect culturally relevant pedagogy and critical media literacies to literacies standards and instruction
• Analyze pop culture texts and discuss issues of identity and diversity
• Create instruction that incorporates foundational and new literacies

Texts


Articles available on OAKS

iPad apps


Course Assignments to meet Objectives (see stated objectives followed by bolded assignment)

• Demonstrate understanding of connections between development of foundational and new literacies pop culture texts in areas of reading, writing, listening, speaking, viewing, and designing

• Define pop culture texts and explore and analyze district- and school-level policies of uses of pop culture

Document analysis of South Carolina Standards and district- and school-level policies related to instruction using digital media and pop culture (10 points)

• Differentiate between teaching literacies with pop culture texts and teaching technology
• Connect culturally relevant pedagogy and critical media literacies to literacies standards and instruction
• Create instruction that incorporates foundational and new literacies

iPad app and websites review matrix (20 points)

Five day unit of study: Lesson plan creation, analysis, implementation, and reflection on instruction about technology use and instruction using pop culture, inclusion of culturally relevant pedagogy and critical media literacy (Due at final- 20 points)

• Research connections between identity, pop culture text choices, motivation, and diversity
Examine how users create identities from texts (both pop culture and digital media)

Analyze identities and related literacy practices from uses of pop culture texts

**Autoethnographic self study of pop culture choices and microethnographic study of a student’s pop culture interests, literacies, and identities shared in digital storytelling format (14 points)**

Compare intersections of literacies theories about audience and text with theories of mass media, cultural studies, media literacy education, and concepts of participatory culture

**Online discussion board participation of these theories through readings and analyzed in day-to-day pop culture in students’ lives (6 original posts and 12 response posts= 18 points)**

**Attendance, Preparedness & Participation (12 X 1.5 each class= 18 total points)**

Course Meetings:

September 1: Introductions; Syllabus; Semester Preview
Text: Reading, Writing, Speaking, Listening, Viewing & Designing Pop Culture

September 8: Literacies, Identities, Discourses & Pop Culture; Digital Storytelling; Participatory Culture; Exploring Students’ Pop Culture Preferences

Reading:
- Gee, J. P. What is literacy?
- Jenkins, Introduction

Assignment:
- Popular culture matrix for you and your students

September 14: *4 Little Girls* (1997), at Addlestone Library in Room 227 at 6:00pm

Readings:
- Research students’ pop culture preferences
September 22: Participatory Culture: TV; Views of Pop Culture (Hagood, Alvermann & Heron-Hruby, 2010); Participatory Culture: Movies

Readings:
- Jenkins, Chs. 1-2

Assignment:
- Pop culture digital story due

September 29: The Politics of Participatory Culture:

Readings:
- Jenkins, Ch. 3-4

Assignment:
- Online discussion posts

October 6: The Politics of Participatory Culture; Teaching with Pop Culture: Access

Readings:
- Jenkins, Ch. 5-6

Assignment:
- Online discussion post
- District and state document analysis

October 13: Teaching with Pop Culture: Critical Media Literacy

Readings:
- Conclusion
- Hobbes, Chs. 1-2

Assignment:
- Online discussion posts

October 20: Fall Break

Readings:
- Hobbes, Chs. 3-4
Assignment:
- Online discussion posts

October 27: Video Production; Pop Culture as Play

Readings:
- Hobbes, Ch. 5

Assignment:
- Online discussion posts

November 3: Reflect

Readings:
- Hobbes, Chs. 6-7

Assignment:
- Online discussion posts

November 10: Popular Culture as Social Action; Social networking; Popular culture and race

Readings:
- Hobbes, Chs. 8-9
- Haddix- JAAL commentary in press

Assignment:
- Online discussion posts

SATURDAY, NOVEMBER 14: Y’ALL FEST (in place of November 24 class)
November 17: Young Adult/Adolescent Literature; Pop Culture as Play (Last Class Before Final)

Readings:

Assignment:
- iPad apps and website review matrix

November 24: No Class (Attend Y’ALL Fest instead on November 14)

December 1: Emily at Literacy Research Association Conference

Final Exam: TBA Due: 5 Day Instructional Plan

Course Topics:

- Literacies, Identities and Pop Culture
- Social Networking
- Digital Literacies Acquisition
- Digital Literacies Production & Remixing
- Visual Literacies
- Young Adult Literature; Series and Fanfiction
- Video Games
- Music, TV Shows and Movies
- News Media
- Dilemmas of Teaching with Popular Culture
- Critical Media Literacy
- Connecting Pop Culture & Standards
- Specific Identities: Race, Gender, Social Class, Abilities, Ethnicity, etc.

**POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION**

1. **GRADING SCALE:**
   - A = 93-100
   - B+= 88-92
   - B = 83-87
   - C+= 78-82
   - C = 74-77
   - F= <74
** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:
   - We believe that all children can learn
   - We value and respect individual differences
   - We value respectful human interactions
   - We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
   - We are committed to inquiry, reflection, and self-assessment
   - We value collaborative and cooperative work
   - We are sensitive to community and cultural contexts
   - We engage in fair, responsible, and ethical practice

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. MISSED COURSE ASSESSMENTS: If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make-up work.

5. DUE DATES: All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. FINAL EXAMINATIONS: The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. COURSE PAPERS: All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.
8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/](http://studentaffairs.cofc.edu/honor-system/)

Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

- [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html)
- [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php