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SYLLABUS

Teachers of writing are central in the work of reimagining literacy in the digital age—and such reimagining must become central to them. Teachers at all levels and across all subjects will play a vital role for young people in helping them to learn to think critically about new media, to develop an understanding of social and ethical issues involved in all forms of communication, and to recognize the evolving nature of 'authorship,' 'audience' and knowledge itself in an instantly public, global communications environment. Teachers need an opportunity to look beyond the initial change process regarding the introduction of ICT tools and new media to the moment when digital simply is.

—Elyse Eidman-Aadahl,
"Digital Is . . ." Convening, November 2009

COURSE INTRODUCTION

As the epigraph on this syllabus so aptly points out, the teaching of writing remains critically important for literacy in our increasingly digital age. But it also notes that teachers need to "reimagine" both themselves and the work they do in a world that is becoming increasingly digital and digitized. This course is designed to encourage such "reimagination" through the lens of techno-pedagogy: the theories and practices of teaching writing with digital tools. This course will challenge you to rethink what it means to teach writing and push you to examine and refine your own teaching practices. As such, this is a hands-on course that will ask you not only to engage the theories and practices you encounter on an intellectual level, but also to experiment with and test them out in practice.

Over the course of the semester, we will pursue several lines of inquiry:
- How does digital technology change conceptions of writing and literacy?
- How do teachers negotiate competing notions of textual and digital literacies in an academic context?
- What is the history of using digital technology in a writing classroom?
- How does digital technology affect writing processes?
- What role does digital technology play in assignment design?
- How does digital technology affect the assessment of writing?
- What are some best practices for teaching writing in a digital age?
- What possibilities does technology offer for the writing classroom?

COURSE GOALS

- An increased understanding of techno-pedagogy--the theories and practices of teaching writing in a digital age
- Practice with different digital technologies in the context of writing pedagogy
- Develop materials for implementing techno-pedagogy in a variety of contexts

REQUIRED TEXTS & MATERIALS

- *Because Digital Writing Matters,* by Dànielle Nicole DeVoss, Elyse Eidman-Aadahl, and Troy Hicks
- *Computers in the Composition Classroom*, edited by Michelle Sidler, Richard Morris, and Elizabeth Overman Smith
- *Multimodal Composition*, edited by Cynthia L. Selfe
- *Remixing Composition: A History of Multimodal Writing Pedagogy* by Jason Palmeri
- Additional readings as assigned and provided by the instructor
- Flash Drive to store your work

COURSE REQUIREMENTS

Assignments

The major assignment for this course will be a digital portfolio of your work for the semester. Your portfolio will include the following:

Digital Demonstration

This is a collaborative project in which you will work in pairs to demonstrate a feature of a particular software program to the class in a 30 minute demonstration. This demonstration should be accompanied by instructional documentation that your peers can take with them as a resource. This will give you practice at teaching the tools of digital writing.

Collection of Resources

You will provide an annotated collection of at least 15 resources related to some aspect of techno-pedagogy including but not limited to classroom design, multimodal assignments, assessment, multimodal work and tenure, writing centers, and content management systems. Choose something that is interesting and relevant to you. These resources maybe print or digital, and are not restricted to alphabetic text. Your annotations should provide citation information and/or links and a brief summary and evaluation of the resource.

Teaching Observation

You will observe a writing class, any level, that is taught using computers. This could include a class taught in a lab, in a laptop section, or online. Based on your observations, you will create a reflective text that describes the course and connects to some issue of techno-pedagogy.

Techno-Pedagogy Philosophy

You will compose a teaching philosophy that describes your approach to teaching writing in a digital age. While you might borrow information from an existing philosophy, this should not discuss your approach to writing pedagogy broadly, but focus on your approach to techno-pedagogy.

Course Plan

You will design a writing course, any level, that demonstrates your knowledge of techno-pedagogy theories and practices. For your course you must provide (1) a brief course description and rationale similar to one you might submit to a department chair when designing a new course; (2) a complete syllabus with assignment descriptions, assessment procedures and course policies; (3) a 15 week calendar; (4) a reflective afterword that describes your rationale for the course design with explicit connections to the work we've done this semester.

The design, layout, and content of your portfolio are up to you. We will workshop each piece of the portfolio during the semester, with the expectation that you revise each element to fit the overall vision of your portfolio.

Participation

As this is a graduate level course, you are expected to participate by arriving prepared to discuss any assigned readings and with any requested materials completed. There are two graded activities that fall under participation.

Discussion Facilitation

This is a collaborative project where you will, in pairs, lead the discussion of the assigned readings for a given week. You will be responsible for creating questions for discussion and/or activities that help us, as a class, engage in the readings for the week.

Blogging

We will maintain a blog for this class on which we will have space for engaging with the readings and connecting them to our own teaching and learning experiences, posting pertinent sources not on the weekly reading, and interacting with one another. You will post (250-300 words) at least once a week in response to the readings. You should also take time to interact with your peers' posts throughout the semester.

Workshop Participation

There are two parts to participating in the workshops. First, you must have your own work-in-progress ready for the workshop period so that you can receive feedback from your peers and instructor. Second, you must actively participate in giving feedback to your peers during the workshop time.

Attendance

Attendance is expected. However, I do understand that scheduling conflicts and illnesses occur. Missing one class will not negatively affect your grade. Missing two classes may negatively affect your grade and missing three classes will certainly affect your grade and your ability to produce and complete quality work for this course.

ASSESSMENT

The portfolio comprises the majority of the grade for this course, but you will also receive credit for the three items listed under participation. The breakdown for grades is as follows:

Component	Points Possible
Attendance/Discussion Facilitation/Blogging	25
Workshop Participation	25
Final Portfolio	50
	100

For portfolio items, you will receive feedback from me within one week of the workshop period when it is due or the period when you do your digital demo. We will also meet in individual conferences to discuss the portfolio as a whole.

For items that fall under participation, you will receive feedback as follows:
Blogging: At midterm and the end of the semester
Discussion Facilitation: Within one week of facilitating
Workshop Participation: Within one week of the workshop with your portfolio item feedback

MISCELLANEOUS POLICIES

Mobile Devices

I will leave it to you to police yourselves and your classmates on the use of cell phones, tablets, computers, etc. I do ask, however, that you minimize the intrusion into other people's class time by putting your phones on silent or vibrate so that Lady Gaga or Taylor Swift don't announce every time you get a text, e-mail or phone call.

Classroom **Decorum**

This classroom, both brick and mortar and virtual, is a place where ideas are exchanged. We will spend much time in discussion, both as a class and in small groups. You may hear ideas and opinions that you do not agree with. Disagreements and disputes can provide lively and productive discussion about many issues. However, any time you disagree with a classmate, you must take the time to listen to his/her position and if/when you respond to that position, you must do so respectfully for any disagreement to be a positive exchange that challenges us to think beyond our existing opinions.