I. COURSE INFORMATION

Mansfield Library

Department: Mansfield Library
Course Title: Multimodal Literacy
Course Number: 295

Type of Request: ✓ New    One-time Only    Renew    Change    Remove

Rationale: I have been asked by Missoula College writing faculty to consider teaching a literacy course. Currently there are no classes focusing on literacy on either MC or Mountain Campus. I also hear often that there is a lack of lower division writing courses, and this would address that situation.

II. ENDORSEMENT / APPROVALS

* Instructor: Samantha Hines
Signature Sam Hines Date 7/21/15
Phone / Email: x7818/samantha.hines@umontana.edu

Program Chair: 
Signature Date
Dean: 
Signature Date

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:
With the advent of television and the internet, the definition of literacy has grown beyond the basic and book-driven ability to read and write. Multimodal literacy can be loosely defined as the understanding of the use of words, images and sounds to create meaning. This class will develop multimodal literacy in students through the discussion of modes of and differences in literacies, study of examples, creation of their own multimodal texts and assessment of their peers’ work. From this course, students will learn to better find, interpret, use and cite information resources in a variety of formats, which will be beneficial in further education or in their careers. Prerequisites: WRIT101.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

- Use writing to learn and synthesize new concepts.
  ✓ Yes If yes, how will student learning be supported?

Most students have not thought about literacy, especially from the multimodal perspective, although they engage with it every day. The required weekly blog posts will especially allow students to learn and synthesize new concepts, and make up a large part of the course grade.
• Formulate and express written opinions and ideas that are developed, logical, and organized.
  ☑ Yes If yes, how will student learning be supported?
  Students will draft and revise a written literacy narrative, graded on a rubric, in which organized presentation is a part of the grade.

☐ No If no, course may not be eligible

• Compose written documents that are appropriate for a given audience, purpose and context
  ☑ Yes If yes, how will student learning be supported?
  Students will deliver a multimodal presentation to the class, accompanied by a written narrative. They will then revise the presentation based on peer comments (which will follow a rubric).

☐ No If no, course may not be eligible

• Revise written work based on constructive comments from the instructor
  ☑ Yes If yes, how will student learning be supported?
  Both the written narrative and the multimodal presentation will be revised and resubmitted during Finals based on comments from the instructor as well as peers.

☐ No If no, course may not be eligible

• Find, evaluate, and use information effectively and ethically
  (description of information literacy outcomes appropriate for each class level)
  Subject librarians are available to assist you embed information literacy into your course
  ☑ Yes If yes, how will student learning be supported?
  The class will cover how to find visual and audio materials, discuss the copyright and other ethical considerations of using multimodal materials, and cover how to cite these materials properly.

☐ No If no, course may not be eligible

• Begin to use discipline-specific writing conventions
  ☑ Yes If yes, how will student learning be supported?
  Students will learn how to construct blog entries and use other multimodal technologies to create well written narratives.
• Demonstrate appropriate English language usage
  ☑ Yes If yes, how will student learning be supported?
  Through blog posts as well as the written narrative and multimodal presentation. Good use of language is part of the rubric for each.

• No If no, course may not be eligible

V. WRITING COURSE REQUIREMENTS

• Enrollment is capped at 25 students. ☑ Yes ☑ No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students.

Justify the request for variance.

• Which written assignments will include revision in response to instructor’s feedback?
  The multimodal presentation and written narrative.

VI. WRITING ASSIGNMENTS

Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are an integral part of the grade on any writing assignment.

• Formal Graded Assignments
  Please see attached syllabus

• Informal Ungraded Assignments
- Attach a sample writing assignment. Include instructions / handouts provided to students.

VII. ASSESSMENT

☐ I will participate in the University-wide Program-level Writing Assessment by requiring students in this course to upload a sample paper to the designated Moodle location. Please clearly communicate the requirement to your students and include language on your syllabus (sample below).

- This course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the writing program. Your paper will be stored in a database. A random selection of student papers will be assessed by a group of faculty using a rubric developed from the following writing learning outcomes.

  - Compose written documents that are appropriate for a given audience or purpose
  - Formulate and express opinions and ideas in writing
  - Use writing to learn and synthesize new concepts
  - Revise written work based on constructive feedback
  - Find, evaluate, and use information effectively
  - Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
  - Demonstrate appropriate English language usage

The rubric score points are: (4) advanced, (3) proficient, (2) nearing proficiency, and (1) novices. This assessment in no way affects either your grade or your progression at the university.

VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty.senate@mso.umt.edu.
The syllabus must include the list of Writing Course learning outcomes above.

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
Syllabus: LSCI295w Multimodal Literacy (xlist with AAS at MC)
Instructor: Professor Samantha Mines, Head of Missoula College Library
3 credits
Proposed experimentally for Spring 2016, will submit for permanent inclusion in 2016 if well-accepted

Course Description:

With the advent of television and the internet, the definition of literacy has grown beyond the basic and book-driven ability to read and write. Multimodal literacy can be loosely defined as the understanding of the use of words, images and sounds to create meaning. This class will develop multimodal literacy in students through the discussion of modes of and differences in literacies, study of examples, creation of their own multimodal texts and assessment of their peers’ work. From this course, students will learn to better find, interpret, use and cite information resources in a variety of formats, which will be beneficial in further education or in their careers. Prerequisites: WRIT101.

Course Objectives:

Upon completing this class, students will be able to:

- Describe the concept of multimodal literacy
- Distinguish the differences and similarities between traditional literacy and multimodal literacy
- Create and deliver multimodal presentations
- Evaluate multimodal presentations

Required Texts:

Grade Guidelines:
Major assignments will have grading rubrics provided. Class grades are established as follows:
A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Major Assignments
Weekly Blog Post
You will need to write a short (approximately 500 word) response to the weekly topic, due every Monday. This response should reflect on the readings and class discussion and incorporate examples
you find on your own. Submit the response via the class blog on Moodle. Each blog post is worth 4 points. See the rubric below for grade guidelines.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Exceptional</td>
<td>The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.</td>
</tr>
<tr>
<td>3-Satisfactory</td>
<td>The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.</td>
</tr>
<tr>
<td>2-Underdeveloped</td>
<td>The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.</td>
</tr>
<tr>
<td>1-Limited</td>
<td>The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.</td>
</tr>
<tr>
<td>0-No Credit</td>
<td>The blog post is missing or consists of one or two disconnected sentences.</td>
</tr>
</tbody>
</table>


Multimodal Presentation:
Compose a multimodal presentation on your development and current status as a reader. Things to consider:

- What is your first memory of reading?
- Of seeing others read?
- Of learning to read?
- What do you associate with reading? What times, places, people?
- How do you value reading now?

During Week 11 you will submit a written outline of your narrative. Weeks 11 and 12 will provide an overview of available multimodal technology. You are welcome to go beyond the resources presented as long as your final presentation falls within the definition of multimodal (incorporates words, images, and sound). Along with the final presentation, you will submit a written narrative based on the outline. Use the rubric below to clarify key elements of the assignment. This will be worth 35 points (24 points on the rubric, 11 points for the narrative).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Missing (0 pts)</th>
<th>Needs Improvement (1 pt)</th>
<th>Good (2 pts)</th>
<th>Outstanding (3 pts)</th>
</tr>
</thead>
</table>
Peer Evaluation of Presentations:
Using the provided rubric for the multimodal presentation, you will be asked to evaluate three of your peers’ multimodal presentations. You will select dates in class that you will serve as an evaluator. Your evaluations will be due by 11:59 pm on the day of the presentations and will be worth five points each.

Final Assignment
Based on instructor and peer evaluations, you will revise and resubmit your multimodal presentations during Finals Week. You can either submit a recording, or present in person during the assigned time for the class final. Along with the presentation, a written narrative will be due as well. This will be worth 50 points.

Weekly Schedule:

**Week 1: Understanding Basic Literacy**
- Discuss what literacy is and is not
- How the library plays into literacy instruction and how both connect with higher education

**Week 2: Basic Literacy Continued**
- Readings: Chapter 1 of McLuhan, Understanding Media: “The Medium is the Message”
Week 3: Visual Literacy—Focus on Images
   Searching for and citation of visual images
   Assignment: Library of Congress visual literacy exercise:

Week 4: Visual Literacy Continued
   How does this differ from traditional literacy?

Week 5: Audiovisual Literacy
   Searching for and citation of audiovisual information resources

Week 6: Audiovisual Literacy Continued
   How does this differ from traditional literacy?

Week 7: Impact of Technology on Literacy
   Books, Radio, TV

Week 8: Impact of Technology on Literacy
   Focus on the internet
   Multimodal literacy hunt: in-class activity

Week 9: Modes of literacy online
   Students find and share examples of multimodal texts
   How to cite multimodal texts

Week 10: Drafting the narrative
   In depth discussion of the literacy narrative assignment
   Assignment: Students search the digital archive of literacy narratives
   (http://daln.osu.edu) and choose one for a brief in class show and tell

Week 11: Multimodal tools
   Discussion of existing tools to craft literacy narrative assignment
   Discussion of how to properly cite resources used in assignment (images, music, video etc)
   Copyright discussion
   Assignment: submit written outline of narrative

Week 12: Multimodal tools continued
   Hands-on lab time with assistance

Week 13: Presentation and Evaluation of Narratives

Week 14: Presentation and Evaluation of Narratives