TITLE: New Literacies

FACILITATORS: (Alice Daer, Miguel Fernandez)

ASU Course number: ELA4: New Literacies
MCCCD Equivalent: ENG 2XX: New Literacies  (REQUIRES completing ENG composition courses 101 and 102)

COURSE DESCRIPTION: Read, think, critically analyze, write, revise, and present for judgment: these are the seven standard phases of demonstrable literacy in English communication, the process of taking a goal or idea from private consideration, into plan/proposition, and finally to publicly shared presentation, communication, paper or proposal.

This solutions architecture is applied whether in a K-6 book report, a 6-12 presentation to a class audience, a college research paper, a college service project, a team initiative, a new project or creation of a product or strategy. Students do it to demonstrate literacy; teachers use the process plus intuition, context awareness, and all their knowledge and experience to deliver with fluency and literacy the lessons of their disciplines.

New Literacies are add-ons to the writing-communication process, the factors beyond content that turn the teacher into an adaptive, agile, timeless, versatile educator, instead of a trainer working by means and methods that may no longer shine when applied beyond a particular place and time, to an unideal (distracted, no buy-in, etc), hybrid, or further-in-future audience.

New Literacies, the course, enumerates a process for becoming a fluid writer/communicator through hyperattentive, almost forensic prep strategies, along with just-in-time roleplayed risks, to find the right trigger for the right audience for the right reaction as needed.

It is a course that focuses on teaching students how to develop situational intuition and solutions plan for researching and presenting positioned writing and communication (developing and presenting teaching, business/organizational missions, debate, solutions, market research, leadership positions, instruction, etc) to diverse audiences, within different or mixed context, with best practices concerning audience and technology.

Through problem based learning scenarios with projects and assessments, this course will inform a highly adaptive, culturally agnostic, and yet realistically applicable, situational literacy paradigm.

The course will simulate issues with researching and delivering English communication ‘products’ (papers, memos, team initiatives, presentations, start-to-finish projects, etc) in multicultural, diversified settings, in a mixed-value/multimodal classroom or audience context (competitive/collaborative, individualistic/pluralistic, us/other, privileged/derided, resistant/glorifying, skeptical/credulous, developmental/advanced, training/learning, digital/analog, real/virtual, etc) -- all or some, at play, or de rigueur, simultaneously, in the same schoolroom, conference room, boardroom, or other common space).
GOALS/OUTCOMES:
If communicating -- teaching, writing -- is an art, new literacies are about artistically hacking the medium and the message to enable the audience to engage in the art of thinking with buy-in, even as the content, the imparting of the wisdom of a discipline, is done to prescribed standards of assessment and mastery (rubric, state edu standards, etc).

New literacies are about creating and gathering tools and devices (rhetorical, savvy, cultural, as well as technological) to augment your writing and communication for the audience you face today, in five years, and twenty years after.

New Literacies strategies taught and outcomes include:
A) Profiling audience, scenarios, and technology for exploits and best practices to advance the value of content;

B)Mining and strategizing background, technology, environment, socio-cultural metaphors into effective 'wrappers' and examples for content and more importantly, creates momentum that empowers thinking and synthesis;

C)Enhancing intuition regarding pacing and discipline salesmanship to effectively present content as solutions for a particular audience;

D)Understanding, agnostically, the process for finding 'right fitting' technology for the communication or presentation job -- assessing, case-use gathering/investigation, real world sizing (budget? what does the dept or school use?), and ultimately choosing the technology -- that is realistically the best tool of the moment;

E)Conducting prep and just in time translation of content into deliverables that compete in the technological, social-media reactive reality of the new classroom that is anywhere and everywhere.

CALENDAR:
After two initial weeks of vocabulary building and basic essentials…

The New literacies course will teach its processes through 3 different types of problem based learning scenarios:

I. [Weeks 3 -7] Adapting, translating for a different audience, mediated by new technologies:
You have interested audience and supportive environment -- but the idea, project or lesson needs mediation and translation (metaphors, examples, technologies, milestone reconfiguration, process to outcome adaptation, or colloquialization) in order to become a solution for your target audience.

Sample Projects that can be used: research a supreme court ruling and presenting upon it, evaluating it for implications for a set solution need (for example, how it affects the general public, how it affects a particular non profit, etc)
Secondary sample: developing a discipline based presentation for members of another discipline or professions within an organization.
II. [Weeks 8-11] solutions development in an empowered environment
Writing, communicating, presenting, in an environment that is supportive, though still far from a homogeneous ideal audience for the idea, project or lesson. Most resistance comes external to the audience: difficulties of background, experience, preparedness, value sets, buy-in, environment, context, budget or deprivation. Attention to reading a hybrid audience, interest, group setting for the project or lesson. Attention to pros and cons of technologies for delivering the writing: the idea, project or lesson.

The major framework phases explored for new literacies in this project will be:
Assess, case use, research, pitch to the team, write, adapt, inform, persuade, revise, compromise

Sample project:
a) School exchange program: Hosting 20 students from China: design an integrated week of grade 11 classes; still need to communicate/ regular classes / back home prep lessons and technology following what they need to learn in subject matter vs issues in ENG comprehension (for example, pop culture references will not work); be context aware of political and cultural implications, risk, differences and the pressure of 'all eyes' on you. Prep lessons that show American take on these subjects without exposing objectionable bias

Second example project:
b) Life on Mars contest:
The national MARS life simulation
Ten families living in secluded 'bubble dome' setting in Tucson for 200 days. You have to simulate a week's educational 'ecosystem': lesson plan, without anything pop culture or subcultural, to create an 'interactive, choose your ending, walk through the days-in-the-life' simulation adventure for the children, including a proper schedule to fit around space-travel milestones, chores, and day-to-day issues.

III. [Weeks 12-14] solutions development in an actively resistant environment
Writing, communicating, presenting in an environment not only with a hybrid for audience reception and interest, but loaded politically and economically with risks, resistance and active antagonists to your idea, project or lesson

The major framework phases explored for new literacies in this project will be:
Assess, assess stakeholders, envalue, dethorn, garner allies, case use, research, pitch to the team, write, adapt, inform, persuade, contingency planning, assurance/risk management, revise, compromise

Sample project:
Technology company B will donate for the entire grade it's new 'hot' software technology if you can create a presentations for 4 audiences -- administrators, instructors, parents, students -- convincing them to pilot the devices instead of textbooks and in-class infrastructure while still having to meet regents and AIM testing type requirements (political, administrative and parents' pressure)
The catch: need to develop the presentation with and without the use of the new technology, creating a 'canned' or 'loaded' comparision where the sponsor product looks better/appears better.
The resistance factor: members of the audience will include people working on the same project -- but for a different sponsor company product. Technology company A, a competitor, is the established company at your school and has investments and allies.

Incorporate marketing principles, and survive antagonistic questioning and vetting and create a winning set of presentations… along with position papers and debate answers for antagonists and addressing of risks.

IV [WEEK 15]: Assessment, reflections, debriefings, and discussion