



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Multi-Modal Texts and New Literacies

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	8415	96129	3, 2009	WEB	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	079999

STAFFING

Examiner: Kathryn Young
Moderator: Robyn Henderson

RATIONALE

In a rapidly changing world there is increasing use of Information and Communication Technologies (ICTs) for social, economic, political and domestic purposes. Individuals interact daily with different social, cultural religious and ethnic groups, either face to face or through digital technologies, such as email and the internet, which are now an integral part of everyday life. Consequently print is now only one of many mediums available for facilitating the sharing of information and communication. Texts of today and the future are multi-modal and hybrid, embedding several modes and genres simultaneously, and they are delivered via a range of platforms. This has necessitated changes in both social and literate knowledge and behaviour. Literacy educators need to understand how ICTs influence, shape and transform social and literate practices and how they need to be proactive in the use of technology to achieve educational goals. They need to understand how the texts of digital electronics, delivered on a variety of platforms, are similar yet different from paper and print technologies. Knowledge about the codes and conventions of hybrid texts, their purpose and how they are constructed is essential in assisting future generations to participate actively, productively and ethically in their lives at and beyond school.

SYNOPSIS

The purpose of this course is to provide opportunities for students to investigate the impact of Information and Communication Technologies (ICTs) on both social and literate practices and to consider the implications for literacy education. Students will consider different points of view on the impact of technology on literacy, in particular, reading. A study will be made of the characteristics of texts delivered via new platforms and the codes and conventions which aid in their construction and deconstruction. Students will draw conclusions about the techno-literacy practices required to be literate in the 21st century and develop literacy pedagogy to support critical engagement with these practices. The focus of the course will be on multi-modal texts and literate practices arising from technology rather than the specifics of the technologies themselves. NOTES: 1. This course (EDU8415) is available through INTERNET DELIVERY ONLY. There are NO

print materials for this course. 2. For details of the technical requirements and accessing Internet study materials, please consult the following URL: <http://usqconnect.usq.edu.au>.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. explain how ICT's have influenced, shaped and transformed social and literate practices and identify the issues arising from these changes which are critical for literacy education and the unique contexts in which students are placed (Both assessment items)
2. identify and explain how multi-modal texts and hybrid texts are constructed and read differently from mono-modal print-based texts (Both assessment items)
3. identify the codes and conventions which assist the reading of multi-modal texts (Both assessment items)
4. draw conclusions about appropriate content and pedagogy for literacy learning which acknowledge the impact of ICTs on social and literate practices (Both assessment items)
5. translate their knowledge and conclusions about ICTs and literacy into a project relevant to their particular context, needs and interests (Project)

TOPICS

	Description	Weighting (%)
1.	Defining a new communication order and identifying its impact on social and literate practices	30.00
2.	Investigating the multi-modal and hybrid texts of ICTs and the implications for teaching and learning how to read and use them	30.00
3.	Developing appropriate curriculum and pedagogy for the new communication order	40.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here: <http://www.usq.edu.au/library/faculties/education/default.htm>

Anstey, M & Bull, G 2000, *Illustrative grammar, Reading the visual*, Harcourt, Sydney, pp179-197.

Cope, B & Kalantzis, M (eds) 2000, *Multiliteracies: literacy learning and the design of social futures*, MacMillan, South Yarra.

Kress, G 2003, *Literacy in the new media age*, Routledge, London.

Lankshear, C & Knobel, M 2003, *New literacies, changing knowledge and classroom learning*, Open University Press, Buckingham.

Luke, C 2000, What next? Toddler netizens, playstation thumb, techno-literacies, *Contemporary Issues in Early Childhood*, Oxford, Vol 1, no.1, pp95-100.

Snyder, I (ed) 2002, *Silicion literacies: communication, innovation and education in the electronic age*, Routledge, London.

Unsworth, L 2001, *Teaching multiliteracies across the curriculum: changing contexts of text and image in classroom practice*, Open University Press, Buckingham.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Directed Study	90.00
Independent Study	30.00
Project Work	15.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
NEGOTIATED PROJECT	50.00	50.00	02 Jan 2010 (see note 1)
CRITICAL REFLECTION	50.00	50.00	25 Jan 2010

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:

- If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
 - 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
 - 6 Examination information:
There is no examination in this course.
 - 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
 - 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

OTHER REQUIREMENTS

- 1 Students must be able to access, use and view multi-modal texts via a range of technologies in order to complete the course; eg, computer, the internet, email, film, television, video and CDROM.
 - 2 The topic and style of the negotiated project will involve negotiation with the course examiner and will require a high degree of independent learning
 - 3 Students are to use a recognised referencing system as specified by the examiner.
 - 4 Students enrolling in WEB courses MUST have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect assessment. The levels of equipment required may change from time to time, with the most recent specification listed at <http://www.usq.edu.au/currentstudents/computingstandards/default.htm>. You can check whether your computer system meets these requirements from USQAssist (<http://usqassist.usq.edu.au/>).
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