Current Issues in 21st Century Literacy
3 credit hours

This course explores ways in which society uses literacy; the ways in which 21st century technology affects literacy; and, international, national, and regional sociopolitical issues in literacy with specific focus on academic language and the Common Core.

**Purpose and Goals**

This course acquaints teacher candidates with the multiple ways in which society uses literacy, and the ways in which 21st century technology influences literacy and affects all academic disciplines. There is emphasis on academic language and the Common Core.

The goals of this course include:
- Explore of academic language and discourses in relation to teaching, vocabulary development, and instruction in Standard English.
- Build an awareness of dialect diversity and the need to make academic language available to all.
- Consider ethical issues specific to the information age.
- Improve candidates’ mastery of the conventions of Edited English and APA format.

**Major Course Topics**

Definitions of literacy; academic discourse and language; vocabulary and information texts; literacy and technology; equity and access to literacy; literacy and diversity; conventions of language in an era of change; conventions of language in business and academic writing; literacy instruction in American history; politics and literacy instruction; the future of libraries; ethics and writing in an information age; literacy and technology; literacy in schools and society; controversies in 21st century literacy.

**Learning Outcomes**

At the completion of this course, the student is expected to:
- Articulate in speech and writing the role of literacy in a global technological society and the major political controversies surrounding its teaching.
- Demonstrate an understanding of textual discourse and its influence on reading and vocabulary development.
- Evidence an ability to read, analyze and summarize a variety of informational texts and discuss structural factors in the discourse they represent.
- Evidence an awareness of dialect diversity and socioeconomic status as it influences access to literacy.
- Demonstrate mastery of conventions of Edited English and academic writing in APA format.
- Discuss in speech and writing the ethical challenges for those writing in an information age.
- Evidence an ability to evaluate the reliability of information when doing research.
- Demonstrate an awareness of historical factors in American reading instruction as influenced by social and technological developments.
discuss the impact of literacy-based technology on educational institutions such as schools, museums, and libraries.

**Major Assignments**

**Module 1: Literacy in school and society**

Personal essay: How I learned to read, write, or use the computer OR How I use literacy at work. Candidates discuss the history of their own use of literacy or describe how they use literacy in their work.

Essay based on interview: Literacy in another era. Candidates interview an older person about their present literacy use and how they learned to read.

**Module 2: Literacy and technology**

Research paper: How technology influences literacy. Candidates research the development of a technology which has influenced literacy, e.g. the printing press, the computer, the Ipad. First draft is written in class; paper is returned for revision.

**Module 3: Controversies in literacy instruction.**

Candidates will research a controversial area in literacy instruction, e.g. phonics vs. whole language, the influence of standardized testing, process writing vs. traditional writing instruction. The first draft of this research based paper will be prepared in class; paper is returned for revision.

The multiple choice final exam assesses concepts from modules 1, 2 & 3. There is particular emphasis on mastery of Standard English verb forms, grammar, and conventional rhetorical features such as parallel structure.

**Grade Assignment**

Personal essay: 20 points

Essay based on interview 20 points

Research paper 20 points

Essay: controversies in literacy instruction 20 points

Final exam 20 points

Total 100 points

Essays will be graded using a rubric.

The final exam will be objective and will cover information on the conventions of English. It will be computer based.

**Grading Scale**
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<th>Numeric Score</th>
<th>Letter Grade</th>
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<tr>
<td>94 -100</td>
<td>A</td>
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<tr>
<td>92 -93</td>
<td>A -</td>
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<td>90-91</td>
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<td>61-67</td>
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<td>Below 61</td>
<td>F</td>
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**Attendance Policy**

Absences are discouraged. Any student who misses 20% of the classes will receive a failing grade.

**Other Information**

Academic honesty

As teacher candidates, students should be above reproach in matters of academic honesty. Candidates are expected to uphold ETSU’s policies on plagiarism and similar offenses:

*Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course.*

**Academic Accommodations for Students with Disabilities**
It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to eligible students by Disability Services. Disability Services is located in the D.P. Culp Center, Room 326, telephone 439-8346.  http://www.etsu.edu/disable/

**Required Textbooks**


**Required Reading(s)**

N/A

**Bibliography, Recommended Readings, and/or Supplemental Materials**


Moje, E.B. (200). “To be part of the story”: The literacy practices of gangsta adolescents. Teachers College Record, 102, 651-690.


