Advanced Topics in Literacy Education: 
Popular Culture and New Media Literacies

1. New Media and New Literacies


2. Multimedia Literacies


3. New Media and Popular Culture


NB. Both of these also appear in a new collection:

4. New Media, Social Networking, & Identity: Blogging, MySpace, etc.

Lankshear, C. and Knobel, M.


http://www.danah.org/papers/AAAS2006.html
Class Explorations

Identify and report on a social networking site, blog or blogging portal, YouTube or similar video site with discussion forums, or a music site with discussion forums. Pay attention to expressions of personal and group identity, collective intelligence, and forms of literacy needed for full participation.

5. Games as Advanced Media: Portals, Fansites, Publisher sites

Gee, J. P. (2003). What video games have to teach us about learning and literacy. New York: Palgrave/Macmillan. [selections online]


Class Explorations

Identify and report on a fansite for a video- or computer game, or for some other form of popular culture (e.g. films, television, books, anime, etc.).

6. Mobile Computing, Phones, Wikis, and Zines

Ito, Mizuko (Mimi):


**Class Explorations**

Identify and report on an online zine and its community, a wiki and its community, or some aspect of the use of mobile phones and PDAs in social networking.

7. **Virtual environments and Transmedia Franchises**


**Class Explorations**

Identify and report on some portion of the virtual world of SecondLife, or another online world (e.g. an MMO gameworld), or on the relationships among different media and products in a transmedia franchise and its reception by a fan community.

8. **Identity, Identification, and Learning**


Kaveri Subrahmanyam, Patricia M. Greenfield and Brendesha Tynes. Constructing sexuality and identity in an online teen chat room. Applied Developmental Psychology 25: 651-666


Class Explorations

Read and report on an article from one of the following online themed special issues of journals:


Special issue of journal E-Learning on Digital Interfaces Guest Editor: ANGELA THOMAS http://www.wwwwords.co.uk/elea/content/pdfs/3/issue3_2.asp#5

Editorial, pages 124 - 125
Angela Thomas. MSN was the Next Big Thing after Beanie Babies: children ’ s virtual experiences as an interface to their identities and their everyday lives, pages 126 -142
Sally Humphrey. Getting the Reader On Side: exploring adolescent online political discourse, pages 143 - 157
Barbara J. Guzzetti. Cybergirls: negotiating social identities on cybersites, pages 158 -169
Rebecca W. Black. Language, Culture and Identity in Online Fanfiction, pages 170 - 184
Kevin Leander & Amy Frank. The Aesthetic Production and Distribution of Image/Subjects among Online Youth, pages 185 -206
Lalitha Vasudevan. Making Known Differently: engaging visual modalities as spaces to author new selves, pages 207 - 216
Julia Davies. Affinities and Beyond! Developing Ways of Seeing in Online Spaces, pages 217 -234
Guy Merchant. Identity, Social Networks and Online Communication, pages 235 -244
Jonathan Paul Marshall. Categories, Gender and Online Community, pages 245-262
9. **New Times, New Learners: Policy and Change**


Steinkuehler, C. (2006). Virtual worlds, learning, & the new pop cosmopolitanism. Teachers College Record, 12843. [online article]

**LINKS AND SITES**

http://groups.sims.berkeley.edu/digitalyouth/ Digital Youth project


http://secondlife.com/ Second Life virtual world

**COURSEWORK**

Required written work for credit in this course may consist either of a single paper of about 20 pages on a topic agreed to with the instructor, OR four short written reports (about 5 pages each) on topics identified in the syllabus under Class Explorations. Except for these written reports, all other Class Exploration reports will be oral and brief, optionally accompanied by media projection. If you wish to substitute a multimedia work for the course paper option, that would also be possible.