MTLA XXXX: Literacies, Identities, and Pop Culture Texts
New Course Proposal in MTLA New Literacies Strand

Course description
This course examines relations between literacies, pop culture, and identities in education. Topics include definitions and uses of pop culture (including digital media) and theories of identities and connections to mass media, cultural studies, media literacy education and to critical literacies. Strategies for culturally relevant pedagogy using literacies standards will be covered.

Course Objectives
Students will:

• Demonstrate understanding of connections between development of foundational and new literacies pop culture texts in areas of reading, writing, listening, speaking, viewing, and designing
• Define pop culture texts and explore and analyze district- and school-level policies of uses of pop culture
• Differentiate between teaching literacies with pop culture texts and teaching technology
• Research connections between identity, pop culture text choices, motivation, and diversity
• Examine how users create identities from texts (both pop culture and digital media)
• Compare intersections of literacies theories about audience and text with theories of mass media, cultural studies, media literacy education, and concepts of participatory culture
• Connect culturally relevant pedagogy and critical media literacies to literacies standards and instruction
• Analyze pop culture texts and discuss issues of identity and diversity
• Create instruction that incorporates foundational and new literacies

Sample Texts


Sample Assignments to meet Objectives
Sample Assignments to meet Objectives (see stated objectives followed by bolded assignment)

• Demonstrate understanding of connections between development of foundational and new literacies pop culture texts in areas of reading, writing, listening, speaking, viewing, and designing

• Define pop culture texts and explore and analyze district- and school-level policies of uses of pop culture

  Document analysis of Common Core Standards and district- and school-level policies related to instruction using digital media and pop culture

• Differentiate between teaching literacies with pop culture texts and teaching technology
• Connect culturally relevant pedagogy and critical media literacies to literacies standards and instruction
• Create instruction that incorporates foundational and new literacies

Five day unit of study: Lesson plan creation, analysis, implementation, and reflection on instruction about technology use and instruction using pop culture, inclusion of culturally relevant pedagogy and critical media literacy

• Research connections between identity, pop culture text choices, motivation, and diversity
• Examine how users create identities from texts (both pop culture and digital media)
• Analyze identities and related literacy practices from uses of pop culture texts

  Autoethnographic self study of pop culture choices and microethnographic study of a student’s pop culture interests, literacies, and identities.

• Compare intersections of literacies theories about audience and text with theories of mass media, cultural studies, media literacy education, and concepts of participatory culture

  Online discussion board participation of these theories analyzed in day-to-day pop culture in students’ lives