

**Beyond Literacy:
Are Reading and Writing Doomed?
(Orality, Literacy and Post-Literacy)**



Course Outline

UNIV*1200 (Section 1) Winter 2008

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1. Contact Information

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2. Course Description

The rise of literacy (reading and writing) was transformational not only for how we communicate and preserve ideas but also for how we think. However, as a literate people we have difficulty imagining both the oral cultures that preceded us (and still exist in other cultures) as well as the possibility of something beyond literacy.

This course will explore the nature of oral cultures, the transformations enabled by literacy and speculate about the concept of rich human communication beyond traditional literacy (e.g. “post-literacy”) that might evolve from advances in computing, biotechnology or other, as yet unimagined, developments.

3. Course Objectives

The objectives of this course are to:

- enable students to explore the context of their own **literacy** and its impact on how they conceive of ideas and the world around them
- engage in **active learning** focused on a multi disciplinary area of study drawing together different themes and academic traditions
- promote **critical thinking and creative exploration** based on informed appraisal of texts, media, discussions and other learning resources.
- emphasize the pedagogical value of **small group and peer learning**.
- develop and enhance **core learning skills** for 1st year students

4. Assessments and Grading

Assessments	Percentage of Grade
Initial Assignment	10%
Investigation Reports	25%
Seminar Participation (1 st half of the course)	15%
Post-Literacy Article	35%
Seminar Participation (2 nd half of the course)	15%

5. Course Schedule

The class meets Thursday in Rozanski Hall Room 109 from 7:00-9:50pm.

Class	Course Introduction
Jan. 10	<ol style="list-style-type: none">1. An introduction to the course with an overview of the nature of orality, literacy and post-literacy. The hypothesis for the course will be introduced.2. Course evaluations and assignments will be reviewed. Learning objectives of the course (knowledge, skills and values) will be established.3. Initial readings and an assignment will be distributed and reviewed.

Class	Post-Literacy & the Future of Intelligence
Jan. 17	<ol style="list-style-type: none">1. Review of the course premise and hypothesis.2. Students will report on the assignment and discuss the initial readings provided in the first class.3. The Post-Literate Future: a speculation on the future of intelligence based on the current sciences of human origin and thought. (Guest Speaker: Ed Brezina)4. Additional readings will be discussed.

Class	Brainstorming in the Chat Room **** (NOTE: Starts at 8:30pm) ****
Jan. 24	1. Using the chat facility on the course website (CourseLink-Blackboard) the class will discuss issues, concerns, areas for future exploration. Do not come to class ; logon at a computer in an area where you can concentrate and engage for an hour or so.

Class	What Do We Need to Know?
Jan. 31	1. Debrief on the chat room experience and outcomes. 2. Clarify the research objectives of the course and building the research plan. What areas or ideas do we need to investigate? The class will discuss, explore, and eventually select the key issues that will form the basis for student team presentations

Class	Investigations, Discoveries and Synthesis
Feb. 7	1. Based on the outcomes of the research planning session the class will explore the nature of orality, literacy and post-literacy through short presentations or engagements by student teams.

Class	Investigations, Discoveries and Synthesis (Con't)
Feb. 14	1. Based on the outcomes of the research planning session the class will explore the nature of orality, literacy and post-literacy through short presentations or engagements by student teams. 2. Seminar participation marks for the 1 st half of the semester will be posted following the class.

Feb. 21 – Reading Week – No Class

Class	Investigations, Discoveries and Synthesis (Con't)
Feb. 28	1. Based on the outcomes of the research planning session the class will explore the nature of orality, literacy and post-literacy through short presentations or engagements by student teams.

Class	Speculating About Post-Literacy
Mar. 6	1. Candidates for post-literacy will be explored through discussion and debate. A consensus will be reached on the primary candidates. 2. The class will form a series of Writing Teams (associated with each of the post-literacy candidates) and an Editorial Team (to guide the preparation of the article). 3. The nature of the post-literacy article will be discussed and finalized.

Class	Writing About Post-Literacy
Mar. 13 Mar. 20 Mar. 27	1. The Writing Teams will prepare, distribute and discuss their section of the post-literacy article. 2. The Editorial Team will provide feedback and prepare the overall framework of the article.

Class	Conclusion, Summary and Course Evaluation
Apr. 3	1. The post-literacy article will be finalized for publication. 2. The nature and impact of post-literacy will be considered. The overall objectives of the course will be reviewed and a course evaluation will be completed. 3. Seminar participation marks for the 2 nd t half of the semester will be distributed.

6. Assessment

6.1. Initial Assignment (10%)

Students will logon to the course website, read the recommended articles, prepare a short (2 or 3 page) analysis of the issues or themes, and come prepared to the next class to discuss their reactions and reflections.

6.2. Investigation Reports (25%)

Arising from the brainstorming and planning session on January 31st, students (working in two person teams) will be assigned a topic or area to investigate and present to the class in a subsequent session. The presentations could take many forms: a lecture, an interview with a guest brought into the class, a video or media presentation, or any other means to convey the key issues to the class (creativity is encouraged). A short report will be posted outlining the core ideas of the presentation (and its relevance to the post-literacy).

6.3. Post-Literacy Article (35%)

The class will create an article for publication describing the concept of post-literacy, the most likely candidates, and the issues for society. Writing Teams will be created for each post-literacy candidate. These teams will research and draft a section or sections of the article focused on the specific candidate allocated to them.

An Editorial Team will be created to oversee the creation of the article from the submissions of the Writing Teams. The Editorial Team will be responsible for creating the structure for the article, providing feedback to the Writing Teams, and preparing the final version for publication.

The exact nature of the “article” is something the class will discuss and decide. It may take the form of a convention research article. However, the class could decide to create a website, video, podcast or some combination of these. If necessary, a Technical Team will be created to focus on the technology issues associated with the nature of the “article.”

6.4. Seminar Participation (15% + 15%)

Students are expected to participate actively in all aspects of the course. Seminar participation will be assessed based on the following criteria. Seminar participation will be assessed in two stages: after the first 6 weeks of the course (15%) and at the end of the course (15%).

The full Seminar Participation grade constitutes 30% of the course grade.

Seminar Participation Criteria

Grade %	Frequency	Quality
15	Participates every week	Thoughtful and engaged contributions; extends the discussion into new areas or related issues; provides peer leadership and feedback (but is not dominating).
13-14	Participates every week	Prepared and able to provide informed comments on material or issues; active interest in the contributions of others.
11-12	Participates almost every week	Prepared and able to provide informed comments on material or issues.
9-10	Sporadic participation	Improvised remarks rather than reflections from course materials.
8	Rarely participates	Little familiarity with materials or issues.
0-7	Very rarely or never participates	No apparent familiarity with materials or objectives.

7. Readings and Documents

Required readings for the course will be distributed to students throughout the semester and/or posted on the course website (CourseLink – Blackboard).

8. Other Issues

Students who need course adaptations or accommodations because of a disability, or who have emergency medical information to share, please make this known as soon as possible.

All student are reminded of the importance of academic integrity to the learning process and the consequences of academic misconduct.

An overview of academic misconduct is available at:

<http://www.uoquelp.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

An Academic Integrity tutorial is available at:

<http://www.academicintegrity.uoquelp.ca/>