

COMM 2050 MULTILITERACIES

Credit Points 10

Legacy Code 102739

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

Description This subject develops students' skills, knowledge and competencies to address a wide range of literacies across multiple technologies, platforms and contexts, including the digital, written, visual, aural, spatial, gestural, and tactile dimensions of meaning production. In any society there are a range of literacies, and contexts in which those literacies might be deployed. Multiliteracies go beyond the traditional textual models of literacy to describe the rich variety of cognitive and cultural tools we use to make sense of the everyday. Multiliteracy is key to our professional and personal effectiveness as well as to our functioning as individuals and citizens in a world characterised by increasing local diversity and global connectedness.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 2 subject

Equivalent Subjects INFO 2009

Restrictions

Successful completion of 40 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage critically with a range of multimodal texts
2. Develop and employ a repertoire of practices (knowledge, skills and strategies) appropriate for different purposes and audiences and in a range of cultural, social and domain-specific contexts
3. Examine the ways in which social and cultural diversity shapes literate practices by the application of different knowledges, approaches, orientations, attitudes and values
4. Work collaboratively in small groups to develop strategies and/or propose solutions to real-world problems
5. Practice peer and self-assessment to analyse and reflect on content and promote personal and professional development

Subject Content

This subject is modularized, in the following structure

Contextualizing introductory module: Critical multiliteracies

- What is multiliteracy, and why is it essential?
- The active and passive production of meaning across a range of new platforms and contexts
- What critical theory, tools and contextual understandings do we bring to creating? or seeking to understand? multimodal texts and textuality? Reading and Writing in the 21st century
- Multimodal reading
- Media and mediation

- Social and cultural diversity and the diversity of knowledges
- Embodiment and the sensorial literacies: making sense through the senses
- The senses and sense-making; sensory impairment/deprivation and multiliteracies
- Intersectional literacies: what sensory skills (or combination of skills) do we bring to the visual and the digital?
- Non-verbal communication
- Digital and technological literacies
- Computer literacy
- Informational literacy for an online world
- Curating identity in personal and professional life

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,500 words approx combined word length — or word equivalent where submission of findings are made in another format (viz. audio or visual)	60	N	Individual
Applied Project: Group Report/ equivalent 30% and Self-evaluation 10%	Report (1,000 words or equivalent in audio/video duration, or online artefact creation) and Teamwork Skills self-evaluation (500 words)	40	N	Both (Individual & Group)

Summer

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Prescribed Texts

- A Subject Reader of short essential reading resources selected by the subject coordinator/s. May be provisioned online, or as hardcopy (printed).