

<b>Faculty</b>	Arts and Humanities
<b>Home Department</b>	Linguistics
<b>Module Topic</b>	Literacy Studies
<b>Generic Module Name</b>	Linguistics 743
<b>Alpha-numeric Code</b>	<b>LIN743</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester
<b>Proposed semester to be offered.</b>	Both Semester
<b>Programmes in which the module will be offered.</b>	BA Honours full-time (2731) BA Honours part-time (2701)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• Have consolidated their understanding of literacy as a social practice.</li> <li>• Be able to analyze literacy events and practices from key cultural institutions such as the workplace, the school, and religious institutions, as well as everyday vernacular uses of text, especially with respect to how situated meanings are transferred across sites and domains (e.g. corporate literacies to education).</li> <li>• Have an understanding of how new communicational systems impact upon, and interact with, practices of meaning-making in texts.</li> <li>• Be cognizant of how identities and social practices in the production of textual meaning-making, is changing in late modernity and globalization.</li> <li>• Understand how meaning making is increasingly multimodal.</li> <li>• Be cognizant of the relationship between multimodal literacy, new social organizations, and power.</li> <li>• Be able to discuss the implications of these semiotic transformations for development and situated learning in an African context.</li> </ul>
<b>Main Content</b>	<p>This module extends the ethnographic approach to the intersection of New literacies and multimodality.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Introduction to ethnography as study of multimodal meanings in context as social practice</li> <li>• Global literacies in local sites: Emergent and indigenous genres of literacy in a developing context</li> <li>• Notions of disembedding and recontextualization of meaning making across literacy practices and sites</li> <li>• Language ideologies and literacy practices</li> <li>• Literacy, gender, race and social identity: Bloggs, virtual space, chat rooms in multimodal literacy practices.</li> <li>• Vernacular and marginal literacies: use of artifacts, visual, gestural and kinetic resources in textual productions</li> <li>• The notion of textual crossings</li> <li>• New (multimodal) literacies in global communities</li> <li>• literacy practices in virtual space</li> <li>• Researching literacy learning in multilingual and multicultural communities</li> </ul>
<b>Pre-requisite modules</b>	None
<b>Co-requisite modules</b>	None

<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	39	<i>Lectures p.w.</i>	0
<i>Assignments &amp; Tasks:</i>	130	<i>Practicals p.w.</i>	0
<i>Assessments:</i>	6	<i>Tutorials p.w.</i>	0
<i>Self-study:</i>	125		
<i>Practicals:</i>	0		
<i>Other:</i>	0		
<b>Total learning time:</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		