

Preface

A New Literacies Dictionary: Primer for the Twenty-first Century Learner was originally designed in [Google Sites](#) and defended as a Master of Arts project at [Colorado State University](#) in October 2010. The project passed with distinction. The twenty-first century dictionary and primer details the experience of an English Education graduate student at CSU. All of the entries generally connect to teaching and learning with [new literacies](#), [multimodal pedagogy](#), and digital [literacy](#). The entries are aimed at an audience of both twenty-first century educators and twenty-first century learners. Entries range from [blogs](#), [collaborations](#) with other students, unit and lesson plans, [rubrics](#), news stories, [BookNotes](#), [poetry](#), and reflective essays. The entries may be read [A-to-Z](#), [Z-to-A](#), or entries can be read erratically. The erratic nature of the project design bears witness to the age of reading recursively using methods such as [hyperlinks](#), which shifts from traditional chronological, cover-to-cover, methods. The purpose of *A New Literacies Dictionary* aims to provide teachers and students in a digital age with ideas, materials, and a conversational piece that encompasses the ever-changing modes of [twenty-first century composition](#).