

**Seminar in Literacy  
SPRING 2020**

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**COURSE INFORMATION**

TED 6344-001: Seminar in Literacy [CRN 28651]

3 credit hours

Meets Mondays, 5:30-8:20pm, EDUC 312

**COURSE DESCRIPTION**

Research in the field of literacy studies over the past three decades has increasingly examined the ways in which literacy shapes and is shaped by social context, adding to and complicating our understanding of reading and writing across diverse settings. This course explores the interrelationships among reading, literacy, and culture from critical, social, and historical perspectives. It will draw on theoretical contributions from anthropology, psychology, and sociolinguistics to interrogate literacy/biliteracy research in a variety of educational settings.

This will be a web-enhanced course, meaning you will have the opportunity to complete both face-to-face activities as well as online activities related to your own literacy research. This format also allows for the opportunity to engage in online discussions and peer review of writing via the discussion boards and online writing groups.

**COURSE OBJECTIVES**

- To trace the history of literacy theory and research over the past 50 years;
- To examine the conceptual underpinnings of sociocultural literacy research and practice, with a particular focus on the New Literacy Studies tradition;
- To analyze the connections between multilingualism/bilingualism and literacy;
- To understand critical approaches to literacy theory, research, and practice;
- To be familiar with recent research on digital and multimodal literacies;
- To explore literacy research relevant to the U.S./Mexico borderland context;
- To employ critical and social approaches to literacy in framing research problems/questions and analyzing research literature.

**STUDENT LEARNING OUTCOMES**

At the completion of this course, students will be able to:

- (1) Clearly articulate the key theoretical propositions behind the New Literacy Studies and social/critical approaches to literacy research;
- (2) Synthesize key concepts and findings in the literacy research literature;
- (3) Participate in a scholarly conversation through the development of a book review on a literacy theory/research text and translate this book review into a classroom presentation that is understandable to listeners who have not read this text;
- (4) Facilitate a class discussion of class readings by developing and implementing a plan incorporating key objectives/foci of the discussion, primary and secondary questions about the readings, and an overarching implementation process that students will use to guide their discussion leadership;
- (5) Produce a publication-quality literature review on a topic related to their tentative dissertation topic(s).

### COURSE OVERVIEW

Week	Date	Topics	Assignments Due (in addition to readings)
1	Jan 27	Introductions, Introduction to the course	
2	Feb 3	Literacy crises, Responses to/critiques of these crises	RSDQ
3	Feb 10	New Literacy Studies, Understanding literacy in context	RSDQ; Pick book for book review assign; Sign up for discussion leadership session
4	Feb 17	Online – Literacies and d/Discourses, Literacy events and practices	RSDQ; Topic/RQ/Thesis for lit review
5	Feb 24	Critical literacy/ies	RSDQ
6	March 2	Multiliteracies, Multimodality, Visual & Media literacy	RSDQ
7	March 9	Online – Literacies and identity, Ethnographies of languages & literacies	RSDQ; Develop a proposal for lit review with annotated bibliography
<b>SPRING BREAK</b>			
8	March 23	Student presentations	In-class student presentations on selected texts Book review of selected text

9	March 30	Biliteracy in context (Part I)	RSDQ
10	April 6	Biliteracy in context (Part II)	RSDQ
11	April 13	Online – Transnational and transfronterizx literacies	RSDQ; Individual conferences with students this week Working draft of literature review due day before scheduled conference
12	April 20	Immigrant youth and schooling, Intersectionality theory and literacy research	RSDQ
13	April 27	Settler colonialism and education	RSDQ
14	May 4	Testing and language-minoritized students, Wrap up	RSDQ; Final literature reviews due May 11

**\* REQUIRED COURSE MATERIALS**

- Freire, P. (2018). *Pedagogy of the oppressed*. New York: Bloomsbury Academic. (ISBN 978-1501314131) [r]
- Gee, J. P. (2015). *Social linguistics and literacies: Ideology in discourses* (5<sup>th</sup> edition). New York: Routledge. (ISBN 978-1138853867) [r]
- Heath, S. B. (1983). *Ways with Words: Language, Life and Work in Communities and Classrooms*. Cambridge: Cambridge University Press. (ISBN 978-0521273190) [r]
- Kalmar, T. M. (2015). *Illegal alphabets and adult biliteracy: Latino migrants crossing the linguistic border* (2<sup>nd</sup> edition). New York: Routledge. (ISBN 978-1138804296) [r, eb]
- Patel, L. (2013). *Youth held at the border: Immigration, education, and the politics of inclusion*. New York: Teachers College Press. (ISBN 978-0807753897) [r]
- Schissel, J. L. (2019). *Social consequences of testing for language-minoritized bilinguals in the U.S.* New York: Multilingual Matters. (ISBN 978-1788922692) [r]

\*All course texts are either on reserve [r] at the UTEP library or available as an e-book [eb] through the library. Some of these texts may be an earlier edition of what is listed above; if so, please confirm the earlier edition is similar to the most recent one. Texts on reserve may not be checked out of the library but can be checked out for up to 3 hours at a time to read while in the library.

Additional required readings are posted on Blackboard (and marked on the syllabus with BB). Readings will be discussed on the day for which they are listed. That is, please read the day's readings in advance of that class session.

**BLACKBOARD READINGS (BB)**

- Brayboy, B. M. J., & Lomawaima, K. T. (2018). Why don't more Indians do better in school? The battle between US schooling & American Indian/Alaska Native Education. *Daedalus*, 147(2), 82-94.
- Brooks, M.D. (2018). Untapped possibilities: Intersectionality theory and literacy research. In D.E. Alvermann, N.J. Unrau, M. Sailors, & R.B. Ruddel (Eds.), *Theoretical models and processes of literacy*. New York: Routledge.
- Calderon, D. (2014). Uncovering settler grammars in curriculum. *Educational Studies*, 50(4), 313-338.
- Darder, A. (2014). Cultural hegemony, language, and the politics of forgetting: Interrogating restrictive language policies. In P. Orelus (Ed.), *Affirming language diversity in schools and society: Beyond linguistic apartheid*, (pp. 35-54). New York: Routledge.
- de la Piedra, M.T, Araujo, B., & Esquinca, E. (2018). *Educating across borders: The case of a dual-language program on the U.S.-Mexico border*. Tucson, AZ: The University of Arizona Press.
- Cope, B., Kalantzis, M., Schamroth Abrams, S. (2017). Multiliteracies: Meaning-making and learning in the era of digital text. In F. Serafini & E. Gee (Eds.), *Remixing multiliteracies: Theory and practice from New London to new times* (pp. 35-49). New York: Teachers College Press.
- Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.
- García, O. (2008). *Bilingual education in the 21<sup>st</sup> century: A global perspective*. New York: Wiley-Blackwell.
- Gee, J. P. (2017). A personal retrospective on the New London Group and its formations. In F. Serafini & E. Gee (Eds.), *Remixing multiliteracies: Theory and practice from New London to new times* (pp. 19-34). New York: Teachers College Press.
- Graff, H.J. & Duffy, J. (2008). Literacy myths. In B.V. Street & N.H. Hornberger (Eds.), *Encyclopedia of language and education* (pp. 41-52). New York: Springer.
- Heath, S.B. & Street, B.V. (2008). *On ethnography: Approaches to language and literacy research*. New York: Teachers College Press.
- Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of communication*, 48(1), 16-32.
- Hornberger, N. H. (1989). Continua of biliteracy. *Review of Educational Research*, 59(3), 271-296.
- Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15(3), 261-278.

- Jocson, K., & Cooks, J. (2011). Writing as a site of struggle: Popular culture, empowerment, and politics of (in) visibility. In V. Kinloch (Ed.), *Urban literacies: Critical perspectives on language, learning, and community* (pp. 145-159). New York: Teachers College Press.
- Kress, G. (2009). *Multimodality: A social semiotic approach to contemporary communication*. New York: Routledge.
- Luke, A. (2012). Critical literacy: Foundational notes. *Theory into Practice*, 51(1), 4-11.
- Machi, L & McEvoy, B. (2016). *The Literature Review: Six Steps to Success* (3rd Edition). New York: Corwin Publishers.
- Moje, E. & Luke, A. (2009). Literacy and identity: Examining the metaphors in history and contemporary research. *Reading Research Quarterly*, 44(4), 415-437.
- Moll, L. C., & Gonzalez, N. (1994). Lessons from research with language-minority children. *Journal of reading behavior*, 26(4), 439-456.
- Moll, L. C., Saez, R., & Dworin, J. (2001). Exploring biliteracy: Two student case examples of writing as a social practice. *The Elementary School Journal*, 101(4), 435-449.
- New London Group (2000). A pedagogy of multiliteracies designing social futures. In B. Cope & M. Kalantzis (Eds.). *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-37). New York: Routledge.
- National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. *The Elementary School Journal*, 84(2), 113-130.
- Patel, L. (2015). *Decolonizing educational research: From ownership to answerability*. New York: Routledge.
- Serafini, F. (2014). *Reading the visual: An introduction to teaching multimodal literacy*. New York: Teachers College Press.
- Serafini, F. & Gee, E. (2017). Introduction. In F. Serafini & E. Gee (Eds.), *Remixing multiliteracies: Theory and practice from New London to new times* (pp. 1-18). New York: Teachers College Press.
- Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press.
- Street, B.V. (1984). *Literacy in theory and practice*. Cambridge: Cambridge University Press.
- Lam, W. S. E., & Warriner, D. S. (2012). Transnationalism and literacy: Investigating the mobility of people, languages, texts, and practices in contexts of migration. *Reading Research Quarterly*, 47(2), 191-215.
- Willis, A. I., & Harris, V. J. (2000). Political acts: Literacy learning and teaching. *Reading Research Quarterly*, 35(1), 72-88.
- Wissman, K., Costello, S., & Hamilton, D. (2011). "You're like yourself": Multimodal literacies in a reading support class. *Changing English: Studies in Culture and Education*, 19(3), 325-338.

**COURSE REQUIREMENTS*****Class attendance and participation*****(14% of grade)**

[5 points/session x 12 sessions = 60 points total] Your success in this doctoral-level seminar course depends upon your active participation, which includes the following:

- Being present for the full class session in each of the weeks we meet, including arriving on time and staying until the end.
- Reading all of the required readings for each class session before that session.
- Thinking carefully about these readings and coming prepared with questions, reflections, and connections between these readings and with other material in this or other courses. (See weekly reading syntheses below).
- Extensive verbal participation in each class session, including the contribution of your ideas/questions/reflections as well as verbal engagement with others' ideas/questions/reflections.
- Extensive non-verbal participation in each class session, including demonstrating active listening, thoughtful engagement, and growth across each discussion.
- (Online class sessions only) Reading all classmates' posted reading syntheses and responding to 2 classmates' discussion questions the day after they are posted.

If you have an emergency or urgent conflict that prevents you from attending a class, please let me know right away.

***Weekly reading synthesis and discussion question [RSDQ]*****(29% of grade)**

[10 points/synthesis x 12 syntheses = 120 points total] Learning is a social activity. The more actively engaged you are in class, the more you learn, and the more we are able to learn from you. As a way of practicing thoughtful reading and preparation for class discussion, you will write a brief synthesis of the readings for each class session and include 1 question for discussion. The synthesis should demonstrate knowledge and understanding of all of the readings for that day, as well as thoughtful reflection and connection between the readings and across the course. These syntheses are brief versions of what you do when you write a review of literature, drawing connections across multiple works and illuminating patterns, contrasts, etc. With the synthesis, you will also include 1 thoughtfully composed discussion question that asks respondents to analyze, apply, or evaluate some aspect of the readings. A synthesis should be no more than 350 words, not including the discussion question. These assignments are to be posted to the Discussion Board page of our Blackboard site **by 4pm on the day of class for which the readings have been assigned**. Please also bring a hard copy with you to class. Points will be deducted for late postings and no points will be given for reading responses posted more than 1 day late.

*Coloquio attendance and reflections*

(7% of grade)

[10 points/coloquio session attendance x 3 coloquio sessions = 30 points total] The EL3 Lab Coloquios are related to the knowledge and skills covered in this course. I ask that you attend 3 Coloquios and, for each, submit a short assignment with the date of your attendance and a 150-word reflection on the event, including what you gained and what you would have liked to be different or remaining questions you have. If you foresee that attending ANY of the Coloquios will not be possible for you, please talk with me before Week 3 to arrange for an alternative assignment.

*Discussion leadership*

(12% of grade)

[50 points total] In order to further your understanding of course topics and gain practice facilitating a group conversation, you will be responsible for leading the group in a 45-minute discussion of the week's readings during one class session. This assignment has 3 parts:

- (1) Plans for your discussion will be emailed to me by the THURSDAY prior to your discussion date. Plans should include key objectives/foci, primary and secondary questions, and a description of the implementation process as well as any additional materials you will use to facilitate this discussion. Your plans for this discussion must explain how you are leading the group through (a) deeper understanding of some aspect of the reading(s) and (b) analysis, application, and/or evaluation of the reading(s). The focus of your discussion must include attention to the theories and methods outlined in the readings, as well as the studies' findings.
- (2) Leading the class in this discussion.
- (3) A brief reflection on the discussion due the week after the discussion date. This reflection should include:
  - a. A very short description of what happened.
  - b. An analysis of what happened and whether the objectives you set were met and why (or why not).
  - c. A discussion of what you would do differently in the future if you were to facilitate this discussion again.

Your choice of the session in which to lead the class in discussion will be due by Week 3. Please sign up using the form posted under Week 3 of the Course Content section of our Blackboard site. Support materials for writing a book review and developing a presentation will be posted under here as well.

*Book review and presentation of a literacy text*

(14% of grade)

[60 points total] Book reviews are an important part of the academic publishing system on which the academic profession relies. Writing a book review offers an opportunity for you to contribute to an academic conversation about scholarship in your field, as well as to deepen your own knowledge of an area of literacy research by closely reading and writing about a text not covered in this course. To complete this assignment, you will (a) choose a book-length text

of literacy scholarship (some suggestions appear after Week 2 in the Course Content section of our Blackboard site), (b) read it in depth, (c) write a review of this book that is at least 1500 words in length [30 points], and (d) develop a presentation about your selected text and present it to our class on March 23 [30 points]. Book selections must be submitted to me by Week 3 of our course (you are free to propose a book to review that does not appear on the list of suggestions I provided, but please speak to me about this prior to Week 3). Supports for developing book reviews are listed under Week 8 of the Course Content page of our Blackboard course shell.

<i>Literature review</i>	(24% of grade)
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[100 points total] The final assignment for this course will be a literature review on a language/literacy topic that is related to your own research interests. That is, you may choose a topic and questions related to your tentative dissertation topic(s). This assignment has four parts:

- (1) Literature review Topic/Research question/Thesis statement assignment due February 17<sup>th</sup> to the Discussion Board on Blackboard. Support materials and instructions for this assignment included under Week 4 of the Course Content page and in the assignment description on the Discussion Board [10 points].
- (2) Literature review proposal with annotated bibliography of at least 10 scholarly sources due March 9 to the Discussion Board on Blackboard. Support materials and instructions for this assignment included under Week 7 of the Course Content page and in the assignment description on the Discussion Board [15 points].
- (3) Working draft of literature review due the day before your individual conference is scheduled Week 11 [25 points].
- (4) Final literature review due May 11<sup>th</sup> will be between 18-20 pages in length and will include at least 25 scholarly sources. Please email this final literature review to me at [ajbach@utep.edu](mailto:ajbach@utep.edu) [50 points].

## **POLICIES & PROCEDURES**

### ***Inclusiveness and equity***

In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. No person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. Any member of the university community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the university. Complaints regarding discrimination and inquiries regarding applicable policies should be reported to the University's Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at [eoaa@utep.edu](mailto:eoaa@utep.edu).

***Different abilities***

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

***Academic integrity***

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

**GRADING SUMMARIES**

Assignment	Points	% of grade
Class attendance and participation (12 @ 5 points each)	60	14%
Weekly reading syntheses and discussion questions (12 @ 10 points each)	120	29%
Coloquio attendance and reflections (3 @ 10 points each)	30	7%
Discussion leadership	50	12%
Book review and presentation	60	14%

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Literature review	100	24
Total points	420	100%

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A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

**\*\*Syllabus subject to change\*\***