Seminar in Literacy
SPRING 2023

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Office: EDUC 610
Office hours: By appointment

COURSE INFORMATION
RED 6344-001: Seminar in Literacy [CRN 27339]
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.

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) Engage in and write about a systematic observation of literacy/biliteracy-multimodal practices in a particular context;
(4) Facilitate a doctoral-level class discussion of course readings;
(5) Produce a publication-quality literature review on a topic related to their (tentative) dissertation topic(s).

REQUIRED COURSE MATERIALS
*All course texts are either on reserve [r] at the UTEP library or available as an e-book [eb] through the UTEP library. 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)


**GRADING SUMMARIES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of grade</th>
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</thead>
<tbody>
<tr>
<td>Class attendance and participation (13 @ 5 points each)</td>
<td>65</td>
<td>15%</td>
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<tr>
<td>Weekly reading syntheses and discussion questions (13 @ 10 points each)</td>
<td>130</td>
<td>30%</td>
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<tr>
<td>Coloquio attendance and reflections (3 @ 10 points each)</td>
<td>30</td>
<td>7%</td>
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<tr>
<td>Discussion leadership</td>
<td>50</td>
<td>11%</td>
</tr>
<tr>
<td>Research exercise</td>
<td>60</td>
<td>14%</td>
</tr>
<tr>
<td>Literature review</td>
<td>100</td>
<td>23%</td>
</tr>
<tr>
<td>Total points</td>
<td>435</td>
<td>100%</td>
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</tbody>
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A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

**COURSE OVERVIEW**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due (in addition to readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 23</td>
<td>Introductions, Introduction to the course (in-person class)</td>
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<tr>
<td>2</td>
<td>Jan 30</td>
<td>The literacy crisis and its critics (online class)</td>
<td>RSDQ</td>
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<td>3</td>
<td>Feb 6</td>
<td>Understanding literacy in context: <em>Ways with Words</em> (in-person class)</td>
<td>RSDQ; Sign up for discussion leadership session</td>
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<td>4</td>
<td>Feb 13</td>
<td>Literacies and d/Discourses (online class)</td>
<td>RSDQ</td>
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<tr>
<td>5</td>
<td>Feb 20</td>
<td>Critical literacy/ies (in-person class)</td>
<td>RSDQ; Topic/RQ/Thesis assignment</td>
</tr>
<tr>
<td>6</td>
<td>Feb 27</td>
<td>Doing participant observation, Writing field notes (online class)</td>
<td>RSDQ</td>
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<tr>
<td>7</td>
<td>March 6</td>
<td>Multiliteracies, multimodality, visual &amp; media literacy (in-person class)</td>
<td>RSDQ; Literature review proposal with annotated bibliography</td>
</tr>
<tr>
<td>8</td>
<td>March 20</td>
<td>Understanding biliteracy in context: <em>Illegal Alphabets</em> (online class)</td>
<td>RSDQ; Research exercise</td>
</tr>
<tr>
<td>9</td>
<td>March 27</td>
<td>Critical bilingual literacy, Anti-racist Black language pedagogies, &amp; Historically responsive literacy (in-person class)</td>
<td>RSDQ</td>
</tr>
<tr>
<td>10</td>
<td>April 3</td>
<td>Understanding Black girls’ literacies in context: <em>Shapeshifters</em> (online class)</td>
<td>RSDQ</td>
</tr>
<tr>
<td>11</td>
<td>April 10</td>
<td>Transnational and transfronterizx literacies (in-person class)</td>
<td>RSDQ; 1st draft of literature review</td>
</tr>
<tr>
<td>12</td>
<td>April 17</td>
<td>Transfronterizx students’ writing in Texas</td>
<td>RSDQ</td>
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public schools; Testing and language-minoritized students (online class)

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Instructor/Platform</th>
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<tbody>
<tr>
<td>13 April 24</td>
<td>Settler colonialism and education (in-person class)</td>
<td>RSDQ</td>
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<tr>
<td>14 May 1</td>
<td>New directions in literacy research (online class)</td>
<td>RSDQ; Final literature reviews due May 11</td>
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**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.

**Food insecurity, mental health, and access to support services**
There are a variety of support services on campus that can help you navigate different challenges and obstacles you may be facing while managing your doctoral studies. The [UTEP Food Pantry](https://www.utep.edu/student-affairs/foodpantry/) is available to help students meet their basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at [https://www.utep.edu/student-affairs/foodpantry/](https://www.utep.edu/student-affairs/foodpantry/). The office of [Counseling and Psychological Services](https://www.utep.edu/student-affairs/counsel/resources/services-students.html) offers FREE mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at [https://www.utep.edu/student-affairs/counsel/resources/services-students.html](https://www.utep.edu/student-affairs/counsel/resources/services-students.html). Additional support services and resources are listed at [https://www.utep.edu/student-affairs/resources/index.html](https://www.utep.edu/student-affairs/resources/index.html). If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will be happy to help you find the supports you need.

**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](http://www.utep.edu/dos/acadintg.htm) for further information.

**Syllabus subject to change**