

**RWS 5328 (CRN: 26980)**  
**Special Topics in RWS: Literacy Studies in Composition**  
**Spring 2021**  
**M&W 4:30-5:50**

**Contact Information**

Dr. Lauren Rosenberg

(she/her/hers)

[lmrosenberg@utep.edu](mailto:lmrosenberg@utep.edu)

Class will be held synchronously on Zoom through Blackboard. We will meet for every class. Expect to show up on time with your audio and video turned on. Please do not schedule any other activities during class time.

Office hours will be on Zoom using our class URL before class from 3-4. I am also available at other days and times by appointment. Don't hesitate to reach out!

UTEP office: Hudspeth 311

Office phone: 915-747-5276

Although I am listing office information, please note that I do not expect to be on campus during the spring semester as recommended by UTEP's [Resuming Campus Operations](#). Email is the best way to reach me. I check my email throughout the day, and will get back to you as soon as I can.

Course Description

The purpose of this course is to study the ways people interact with writing and reading as socially situated practices. The class will investigate the relationship between reading and writing as subjects of school instruction and as activities that people do in their everyday lives within and outside of school. Through readings and discussions, students will answer: What does it mean to be literate? Who decides? What activities count as literacy? What are the limits when we define literacy? What do such definitions suggest about the values of a culture? What alternative means to school do people take to pursue literacy on their own terms? Students in the course will examine how the history and politics of public schooling have fostered the myth of a free society where the opportunity to succeed is equally available to all. The course focuses on literacy as a *social practice* (Street) that is both ideological and defined by purpose or desire. Students will also turn to community studies, which explore non-academic venues where people practice literacy, such as community centers, libraries, churches, kitchens, living rooms, and prisons; and the reasons people have for becoming more literate and sometimes for using their literacy to enact social change. Throughout the course, students will interrogate their own practices as schooled individuals. Projects for the semester will include weekly discussion questions and reflections, a literacy autobiography in which students "read" their own literacy practices as subjects for critical analysis, review and presentation of a literacy ethnography, and individual research on an issue in critical or community literacy studies.

## Course Objectives

- Study the theories and perspectives that have contributed to literacy studies in rhetoric and composition
- Develop understanding of how literacy is defined and used by institutions, individuals, and communities to maintain—and sometimes challenge—power relations
- Write critically and reflectively in response to the scholarship in literacy studies
- Examine our own literacy practices and those of the communities in which we interact in discussions and in writing
- Participate actively in class discussions and presentations

## Required Reading:

Brandt, Deborah, *The Rise of Writing: Redefining Mass Literacy*. Cambridge, UK: Cambridge UP, 2014.

Cushman, Ellen, Christina Haas, and Mike Rose Eds., *Literacies: A Critical Sourcebook*. 2<sup>nd</sup> edition. Boston: Bedford/St. Martin's, 2020.

Freire, Paulo, *Pedagogy of the Oppressed: 50th Anniversary Edition*. 4<sup>th</sup> edition. New York: Bloomsbury, 1970, 1993, 2018, 2020.

Heath, Shirley Brice, *Ways with Words: Language, Life, and Work in Communities and Classrooms*. Cambridge, UK: Cambridge UP, 1983.

Pritchard, Eric Darnell, *Fashioning Lives: Black Queers and the Politics of Literacy*. Carbondale: Southern IL UP: 2016.

Additional assigned articles will be available as pdfs on Blackboard

## Recommended Journals:

*Community Literacy Journal*: <http://www.communityliteracy.org/>

*Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning*: <http://reflectionsjournal.net/>

*Literacy in Composition Studies*: <https://licsjournal.org/index.php/LiCS>

## Course Assignments

Weekly Discussion Questions and Reflections	20%
Literacy Autobiography	25%
Review of a Literacy Ethnography	25%
Final Seminar Project	30%

### Weekly Discussion Questions and Reflections (20%)

Once a week, you will post questions and thoughts that are coming up for you as you read and participate in class discussions. The questions will be couched in a paragraph of 150-250 words in which you explain your thinking and the context in which your questions arise. You may refer to any of the readings to date as well as to class discussions, your teaching, work, and class experiences, and more. Discussion questions should be posted by class time (4:30) each Monday. In addition, you will respond thoughtfully to two-to-three of the questions paragraphs each week. Since our class has 6 students enrolled, you can alternate who you respond to each week. On week A, you can respond to 2 classmates, and on week B, you will respond to the other 3 classmates, and so on (week A, week B, etc.), so that by the end of week B you have written back to all your classmates. Responses should also be 150-250 words and should be posted by class time on Wednesday. Discussion questions and reflections will be completed every week except when there is a major assignment due.

### Literacy Autobiography (25%)

The first major project for the course will be a literacy autobiography (15-page double-space max) in which you consider the literacies you practice as they are shaped by the readings you have done and discussions in which you have participated. Your autobiography will be a narrative of the literacy events and acts you engage in combined with a critical discussion of the sources you've read. You are not required to consult additional outside sources; however, I would like you to reference the readings we have done in relation to your own experiences. You should discuss and cite at least 8 of the writers whose ideas we explored (a combination of books and articles is fine), examining your own experiences in light of their theories and studies.

### Review and Presentation of a Book-length Ethnography, Study, or Memoir (25%)

Mid-semester you will select a literacy ethnography, study, or memoir (see attached list of titles) to read, review, and present to the class. Your book review will be about 5-7 double-spaced pages. Both assignments will include a thorough discussion of significant issues raised by the text. You will also prepare a 1-2 slide "handout" for the class that accompanies your presentation. Presentations will be about 10-15 minutes. Your handout should introduce your classmates to important terms and concepts developed by the writer, a review of the narrative developed in the book, an analysis of social issues that the text points to (e.g. race, economics, immigration, the politics of schooling). It is fine to use bullet points in your slides, but you should be prepared to flesh out your ideas fully in your presentation. (No PowerPoint)

### Final Seminar Project (30%)

Your final assignment will be a seminar paper of 15-30 pages in which you examine a topic in literacy studies in greater depth. Using articles in *CLJ*, *LiCS*, and *Reflections* as your models, compose a piece that brings together theories we have studied, approaches to literacy, and methods of study, building upon these as you explore an area of your own interest.

Another option for this project is to propose a community literacy study of your own design. Your proposal will include a reading list of future sources, a review of the literature that has inspired you so far, a proposed rationale for why the project is important and how it will contribute to writing studies in literacy, and proposed methods for data collection and analysis.

Your seminar paper should include a minimum of 8-peer-reviewed research articles or 3 peer-reviewed research articles and 1-2 books. At least half of your sources should be articles/books new for this project that you did not already read for class. One-page proposals will be due in class on Monday, April 12. Before you draft your proposal, you should plan to meet with me during office hours to talk through your ideas. The final seminar paper is due as a Word attachment by Monday, May 10, 11:59 pm.

### Course Policies and Responsibilities

#### *Participation and Engagement*

Active interaction on Zoom classes, keeping up with the readings, and seriously completing the questions and reflections discussion posts, are essential. You are expected to attend class virtually with your video on, prepared and ready to engage with the material. You are also expected to treat others with courtesy and respect, which includes (but is not limited to) active listening and thoughtful response.

Materials for the course and assignments will be posted on Blackboard. You can access the Zoom meeting through the Blackboard page for this class. All of your course documents will be housed in Blackboard, and in lieu of creating handouts for your classmates, you will post handouts or reports you create in the Discussions area. Unless noted, all major assignments should be submitted via our Bb course page by class time on the due date. Since Bb comments and grades function works best with Microsoft Word, please submit all assignments in Microsoft Word, not as pdfs. Be sure to name each submitted assignment with your name and the title of the assignment.

In order to succeed in the course, you will need to have regular use of the internet and a stable connection. If you don't have a computer or reliable internet, the university can help you with laptops and WIFI hotspots. You can get the forms to apply for these at <https://www.utep.edu/technologysupport/learningremotely.html>. There are also computers available for you to use in the library on campus.

#### *Attendance*

Attendance is required. As graduate students, you are expected to attend and participate fully in every class session. Students who anticipate being absent need to notify me prior to class, although this does not excuse the absence. More than two absences (equivalent to one week of class) may jeopardize your ability to pass the course. A successful graduate seminar, no matter what the focus, depends on the participation of everyone. As per the graduate student [regulations](#): "at the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort." There is no make-up for missing a class; please

speak to a fellow student to see what you missed. That said, if you are going to be late for class for any reason, please come rather than miss class and get marked absent. If you are late, it is still possible to benefit from the lesson.

There is no late work policy. Please speak with me if you need more time to complete an assignment or if you would like to revise and resubmit your work.

Please retain all your work until final grades are posted.

Your teaching assistant or assistant instructor funding is dependent upon passing this course with at least a B.

### Pertinent University Policies

#### *Academic Integrity*

The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of **academic integrity**. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the [Office of Student Conduct and Conflict Resolution](#) page for more information on Academic integrity.

#### *Accommodations*

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or [cass@utep.edu](mailto:cass@utep.edu).

#### *Military Students*

If you are a military student (veteran, dependent, active) please visit the [Military Student Success Center](#). I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will

do everything I can to assist you or put you in contact with university staff who are trained to assist you.

### Important Dates for Spring 2021 Semester

<b>Jan 18th</b>	Dr. Martin Luther King, Jr. Holiday – University Closed
<b>Jan 19th</b>	Spring classes begin
<b>Jan 19th–22nd</b>	Late Registration
<b>Feb 3rd</b>	Spring Census Day
	Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.
<b>Feb 19th</b>	Graduation application deadline for degree conferral
<b>Mar 21st</b>	Midterm Spring 2021 Grades Due
<b>Mar 15-19th</b>	Spring Break
<b>Mar 26th</b>	Cesar Chavez Holiday – no classes
<b>Apr 1st</b>	Spring Drop/Withdrawal Deadline
	Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
<b>Apr 2nd</b>	Spring Study Day
<b>May 6th</b>	Spring – Last day of classes
<b>May 7th</b>	Dead day
<b>May 10-14th</b>	Spring Final Exams

## Course Schedule

Note that class will be held synchronously on.

All assignments are due via Blackboard by class time on the day they are posted as due.

Week	Monday	Wednesday
<b>1</b>		<b>Jan 20</b> First class Sheils, "Why Johnny Can't Write" (pdf)
<b>Defining Literacy and Its Relationship to Schooling</b>		
<b>2</b>	<b>Jan 25</b> Scribner and Cole, "The Practice of Literacy" (Cushman et al, 15)  Haas, "The Technology Question" (Cushman et al, 245)	<b>Jan 27</b> Graff, "The Legacies of Literacy" (pdf)  Arrove and Graff, "National Literacy Campaigns: Historical and Comparative Lessons (Cushman et al, 435)
<b>3</b>	<b>Feb 1</b> Cook-Gumperz, "Literacy and Schooling: An Unchanging Equation?" (pdf)  Trimbur, "Literacy and the Discourse of Crisis" (pdf)	<b>Feb 3</b> Gee, "Literacy, Discourse, and Linguistics: Introduction" (pdf) <i>and</i> "What is Literacy?" (pdf)  Street, "Introduction: Ethnographic Perspectives on Literacy" (Cushman et al, 566)
<b>4</b>	<b>Feb 8</b> Brandt, "Sponsors of Literacy" (Cushman et al, 325)  Kress, "Literacy in the New Media Age" (Cushman et al, 275)	<b>Feb 10</b> Freire, <i>Pedagogy of the Oppressed</i> , Intro, Foreword, Preface
<b>5</b>	<b>Feb 15</b> Freire, <i>Pedagogy of the Oppressed</i> , Chapters 1-2	<b>Feb 17</b> Freire, <i>Pedagogy of the Oppressed</i> , Chapters 3-4
<b>6</b>	<b>Feb 22</b> Literacy Autobiography Due	<b>Feb 24</b> Heath, <i>Ways with Words</i> Part I Ethnographer Learning, Chapters 1-4

<b>7</b>	<b>Mar 1</b> Heath, <i>Ways with Words</i> Part I Ethnographer Learning, Chapters 5-7	<b>Mar 3</b> Heath, <i>Ways with Words</i> , Part II Ethnographer Doing
<b>Literacy Practices in Communities</b>		
<b>8</b>	<b>Mar 8</b> Prendergast, "Desegregation Comes to the Piedmont: Locating <i>Ways with Words</i> " (pdf)  Brandt and Clinton, "Limits of the Local: Expanding Perspectives on Literacy as a Social Practice" (pdf)	<b>Mar 10</b> Gere, "Kitchen Tables and Rented Rooms" (pdf)  Fishman, "Because This is Who We Are: Writing in the Amish Community" (Cushman et al, 147)
<i>Spring break – no classes on Mar 15 &amp; 17</i>		
<b>9</b>	<b>Mar 22</b> Presentation of a Literacy Ethnography, Study, or Memoir	<b>Mar 24</b> Royster, "Traces of a Stream: Literacy and Social Change among African American Women (Cushman et al, 163)  Smitherman, "'How I Got Ovuh': African Worldview and Afro-American Oral Tradition" (Cushman et al, 582)
<b>10</b>	<b>Mar 29</b> Moss, "Creating a Community: Literacy Events in African American Churches" (pdf)  Pavia, "The 'My Online Friends' Religious Enclave: Expanding the Definision and Possibilities of Enclaved Discourses" (pdf)	<b>Apr 1</b> Brandt, <i>The Rise of Writing</i> , Introduction, chapter 1
<b>11</b>	<b>Apr 5</b> Brandt, <i>The Rise of Writing</i> , Chapter 2	<b>Apr 7</b> Brandt, <i>The Rise of Writing</i> , Chapters 3-end
<b>12</b>	<b>Apr 12</b> Gilmore and Wyman, "An Ethnographic Long Look: Language and Literacy Over Time and Space in Alaska Native Communities" (Cushman et al, 487)	<b>Apr 14</b> Meyers, "'They Didn't Tell Me Anything': Community Literacy and Resistance in Rural Mexico" (Cushman et al, 645)



	<p>Jackson, “Decolonizing Community Writing with Community Listening: Story, Transrhetorical Resistance, and Indigenous Cultural Literacy Activism” (pdf)</p> <p>One page proposal for final seminar paper due.</p>	<p>Rose, “At Last Words in Action: Rethinking Workplace Literacy” (Cushman et al, 615)</p>
<b>13</b>	<p style="text-align: right;"><b>Apr 19</b></p> <p>Wilson, “Absolutely Truly Brill to See From You” (Cushman et al, 263)</p> <p>Juchniewicz, “Visible Voices: Literacy Identity and the Invisible Homeless” (Cushman et al, 401)</p>	<p style="text-align: right;"><b>Apr 21</b></p> <p>Branch, “What No Literacy Means: Literacy Events in the Absence of Literacy (pdf)</p> <p>Rosenberg, “Literacy and Non-Literacy: Reflective Knowledge and Critical Consciousness” from <i>The Desire for Literacy</i>. (pdf)</p>
<b>14</b>	<p style="text-align: right;"><b>Apr 26</b></p> <p>Pritchard, Eric Darnell, <i>Fashioning Lives: Black Queers and the Politics of Literacy</i>, Prologue and Introduction</p>	<p style="text-align: right;"><b>Apr 28</b></p> <p>Pritchard, Eric Darnell, <i>Fashioning Lives: Black Queers and the Politics of Literacy</i>, Chapters 1 &amp; 2</p>
<b>15</b>	<p style="text-align: right;"><b>May 3</b></p> <p>Pritchard, Eric Darnell, <i>Fashioning Lives: Black Queers and the Politics of Literacy</i>, Chapters 3, 4, and Conclusion</p>	<p style="text-align: right;"><b>May 5</b></p> <p>Last class  Draft of Final Project—workshop in class  Read selections from final seminar projects</p>
	<p><b>Final Project due Monday, May 10, submitted by 11:59 pm</b></p>	

## Publication Information for Assigned PDFs

- Branch, Kirk. "What No Literacy Means: Literacy Events in the Absence of Literacy." *Reflections: Writing, Service-Learning, and Community Literacy*. 9.3 (2010): 52–74.
- Brandt, Deborah and Katie Clinton. "Limits of the Local: Expanding Perspectives on Literacy as a Social Practice." *Journal of Literacy Research*. 34.3 (2002): 337-356.
- Cook-Gumperz, Jenny. "Literacy and Schooling: An Unchanging Equation?" *The Social Construction of Literacy*. Ed. Jenny Cook-Gumperz. Cambridge: Cambridge UP, 1986. 16–44.
- Gee, James Paul. "Literacy, Discourse, and Linguistics: Introduction *and* What is Literacy?" *Journal of Education*. 171.1 (1989): 5-25.
- Gere, Anne Ruggles. "Kitchen Tables and Rented Rooms: The Extracurriculum of Composition." *College Composition and Communication* 45.1 (1994): 75–92.
- Graff, Harvey J. "The Legacies of Literacy." *Perspectives on Literacy*. Eds. Eugene R. Kintgen, Barry M. Kroll, Mike Rose. Carbondale and Edwardsville: Southern IL UP, 1988. 82-91.
- Jackson, Rachel with Dorothy Whitehorse DeLaune. "Decolonizing Community Writing with Community Listening: Story, Transrhetorical Resistance, and Indigenous Cultural Literacy Activism." *Community Literacy Journal*. Vol. 13, no. 1, 2018, 37-54.
- Moss, "Creating a Community: Literacy Events in African American Churches." Moss, Beverly, ed. *Literacy across Communities*. Cresskill: Hampton, 1994.
- Pavia, Catherine Matthews. "The 'My Online Friends' Religious Enclave: Expanding the Definition and Possibilities of Enclaved Discourses." *Rhetoric Review*. Vol. 39, no. 1, pp 88-100. DOI: 10.1080/07350198.2019.1690375.
- Prendergast, Catherine. "Desegregation Comes to the Piedmont: Locating *Ways with Words*" from *Literacy and Racial Justice: The Politics of Learning after Brown v. Board of Education*. Carbondale: Southern IL UP, 2003.
- Rosenberg, "Literacy and Non-Literacy: Reflective Knowledge and Critical Consciousness" from *The Desire for Literacy*. Urbana: CCCC/NCTE, 2015.
- Sheils, Merrill with bureau reports. "Why Johnny Can't Write." *Newsweek*. December 8, 1975, p. 58.
- Trimbur, John. "Literacy and the Discourse of Crisis" *The Politics of Writing Instruction: Postsecondary*. Ed. Richard Bullock and John Trimbur. Portsmouth: Boynton/Cook, 1991. 277–95.



Literacy Studies, Memoirs, & Ethnographies

- Balester, Valerie M. *Cultural Divide: A Study of African-American College-Level Writers*. Portsmouth, NH: Boynton/Cook, 1993.
- Branch, Kirk. *Eyes on the Ought to Be: What We Teach When We Teach About Literacy*. Cresskill, NJ: Hampton P, 2007.
- Brandt, Deborah. *Literacy in American Lives*. Cambridge, UK: Cambridge UP, 2001.
- Brueggemann, Brenda Jo. *Lend Me Your Ear: Rhetorical Constructions of Deafness*. Washington DC: Gallaudet U P, 1999.
- Cintron, Ralph. *Angels' Town: Chero Ways, Gang Life, and Rhetorics of the Everyday*. Boston: Beacon P, 1997.
- Cushman, Ellen. *The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community*. Albany, NY: SUNY P, 1998.
- Daniell, Beth. *A Communion of Friendship: Literacy, Spiritual Practice, and Women in Recovery*. Urbana: NCTE/CCCC; Carbondale: Southern Illinois UP, 2003.
- Duffy, John M. *Writing from These Roots: Literacy in a Hmong-American Community*. Honolulu: U of Hawaii R, 2007.
- Finders, Margaret, J. *Just Girls: Hidden Literacies and Life in Junior High*. NY: Teachers College P, 1997.
- Fingeret, Hanna Arlene and Cassandra Drennon. *Literacy for Life*. New York: Teachers College P, 1997.
- Fishman, Andrea. *Amish Literacy*. Portsmouth, NH: Heinemann, 1988.
- Gilyard, Keith. *Voices of the Self: A Study of Language Competence*. Detroit: Wayne State UP, 1991.
- Goldblatt, Eli. *Writing Home: A Literacy Autobiography*. Carbondale and Edwardsville: Southern IL UP, 2012
- Goldblatt, Eli and David A. Jolliffe, *Literacy as Conversation: Learning Networks in Urban and Rural Communities*. U Pittsburgh P, 2020.
- Guerra, Juan. *Close to Home: Oral and Literate Practices in a Transnational Mexicano Community*. New York: Teachers College P, 1998.
- Heller, Caroline E, *Until We Are Strong Together: Women Writers in the Tenderloin*. New York: Teachers College Press, 1997.

- Hoang, Haivan V., *Writing against Racial Injury: The Politics of Asian American Student Rhetoric*. Pittsburgh: U Pittsburgh P, 2015.
- Hogg, Charlotte. *From the Garden Club: Rural Women Writing Community*. University of Nebraska Press, 2006
- Lathan, Rhea, *Freedom Writing Freedom Writing: African American Civil Rights Literacy Activism, 1955-1967*. Urbana: CCCC/NCTE, 2015.
- Lindquist, Julie. *A Place to Stand: Politics and Persuasion in a Working-Class Bar*. New York: Oxford UP, 2002.
- Lorimer Leonard, Rebecca. *Writing on the Move: Migrant Women and the Value of Literacy*. Pittsburgh: U Pittsburgh P, 2017.
- Mahiri, Jabari. *Shooting For Excellence: African American and Youth Culture in New Century Schools*. New York and London: Teachers College P, 1998.
- Mathieu, Paula. *Tactics of Hope: The Public Turn in English Composition*. Portsmouth: Boynton/Cook, 2005. Print.
- Moss, Beverly J, *A Community Text Arises: A Literate Text and a Literacy Tradition in African- American Churches*. Cresskill, NJ: Hampton P, 2003.
- Plemons, Anna. *Beyond Progress in the Prison Classroom: Options and Opportunities*. Urbana: CCCC/NCTE, 2019.
- Ray, Ruth E. *Beyond Nostalgia: Aging and Life-Story Writing*. Charlottesville and London: UP of Virginia. 2000.
- Richardson, Elaine. *PHD to Ph.D.: How Education Saved My Life*. Anderson, SC: Parlor P, 2013.
- Rose, Mike. *Back to School: Why Everyone Deserves a Second Chance at Education*. NY: The New Press. 2012.
- Rose, Mike. *Lives on the Boundary*. NY: Penguin 1989.
- Rosenberg, Lauren. *The Desire for Literacy: Writing in the Lives of Adult Learners*. Urbana: CCCC/NCTE, 2015.
- Rousculp, Tiffany. *Rhetoric of Respect: Recognizing Change at a Community Writing Center*. Urbana: CCCC/NCTE, 2014.
- Royster, Jacqueline Jones. *Traces of a Stream: Literacy and Social Change Among African American Women*. Pittsburgh: U of Pittsburgh P, 2000.

Sohn, Katherine Kelleher. *Whistlin' and Crowin' Women of Appalachia: Literary Practices Since College*. Carbondale: Southern IL UP, 2006.

Vieira, Kate. *American by Paper: How Documents Matter in Immigrant Literacy*. U Minnesota P, 2016

Vieira, Kate. *Writing for Love and Money: How Migration Drives Literacy Learning in Transnational Families*. Oxford UP, 2019.

Villanueva, Victor. *Bootstraps: From an American Academic of Color*. Urbana: NCTE, 1993.

Young, Morris. *Minor Re/visions: Asian American Literacy Narratives as a Rhetoric of Citizenship*. Carbondale: Southern IL UP, 2004.