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| **MALT 611/EDUC 511: Foundations of Literacies** | | |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:** |
| **Location:** |  | **Time: 5:30-9:30** |
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| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** | |

 CATALOG COURSE DESCRIPTION

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices.  Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

COURSE DESCRIPTION

This course explores the relationship between language, power, and social practices. The course builds on the idea that literacy is not one thing, but rather multiple, distinctive situated social practices, or literacies. Candidates examine what it means for students to be literate across contexts, including academic contexts, and the role of academic literacy as one of many possible literacies that shape student identity in and out of school. With an eye toward these ends, students in this course can expect to examine a range of literacies, including digital, civic, academic, visual, as well as other discipline specific practices and uses of language.

In particular, candidates examine the role of oral language, literacy, and literate relationships in a linguistically and culturally diverse society. Additionally, students in the course learn about the historical contexts and the ideological debates related to the history of literacy and literacy learning. Candidates are introduced to a range of theoretical frameworks for understanding and teaching literacy development and language acquisition.

Candidates in the course will examine critical perspectives and approaches for reading and analyzing a range of texts in and out of schools, as well as how to incorporate critical literacies in their teaching. Becoming critically literate means that candidates develop an inquiry stance to teaching and learning that opens space to analyze and examine texts as social constructions that can resist or reproduce inequality by privileging or marginalizing certain groups and perspectives.   
  
Students will use critical literacies to understand classrooms and school systems as contradictory spaces that can both promote and hinder a literate and democratic environment. These perspectives will help students explore civic literacies, or what it means to actively participate and make change in schools and communities. Additionally, students will learn to analyze how the teaching of language and literacies intersect with issues of equity, power, and social justice.

REQUIRED TEXTS & READINGS

Kalantzis, M., Cope, B., Chan, E., Dalley-Trim, L. (2016). Literacies. 2nd Edition. Cambridge University Press.

English Language Arts/English Language Development Framework (Chapter 9) for California Public Schools K-12, California Department of Education, 2014.

TECHNOLOGY REQUIREMENTS (if applicable)

Technology tools have been integrated in this course, such as Moodle.  Moodle is a web-based tool that you can access from any Internet connection with Internet Explorer at any time.  Access is located at [http://moodle.redlands.edu](http://moodle.redlands.edu/).  Internet access will be required for classes as well. The site will have links to the course syllabus, assignments, resources, and other communication tools.  There is no charge for the use of Moodle. Microsoft Office or another productivity suite will be helpful for completing written assignments and presentations in this course. All software is available in the School of Education for use and all students have free access to Office 365 using this university login credentials.  Additionally, The Armacost Library site at <http://www.redlands.edu/library> has links to many other online resources.

COURSE OBJECTIVES

1. Understand the role of oral language, literacy and literate relationships across  
    cultures in school and life (TPE's 2, 3, 4, 6) ;
2. Understand reading, writing, listening and speaking as integrated reciprocal processes – understand the difference between meaning making versus code control (TPE's 1, 3 & 4);
3. Be familiar with different approaches to the teaching of writing and with methods and strategies appropriate to students of varying learning abilities (TPE's 1, 2, 3, 4) ;
4. Be familiar with and critically analyze literacy performance and assessments (formative, summative, formal, informal) taking into account the diverse learning and assessing needs of all students (TPE 5);
5. Understand classroom systems that promote and/or hinder a literate and democratic environment (1, 2, 3, 4).
6. Apply and understand how genres shape our understandings of the world (1, 2, 3, 4, 6).

 ASSIGNMENTS AND ASSESSMENTS

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| Assignment | Point Total | Due Date |
| Four Critical Synthesis Papers | 40 points, total | Weeks: 4, 7, 10 and 13 |
| Literacy Diagram and Biography | 20 points | Week 14 |
| Discussion Group | 20 points | Weekly |
| Genre Inquiry Project | 20 points | Week 11 |

Critical Synthesis Papers: Candidates will prepare four, 3-page, double-spaced papers that reflect upon the readings engaged. These papers will not simply summarize the material but offer reflections that allow readers to appreciate how the writer engaged specific critical points of the reading. This means that candidates will succinctly capture the essential elements of the textual material as well as offer personal and professional perspectives about it. Reflections on the literacy models observed in schools will likely be aligned with the various points made in the writer’s text. Key quotes from the reading(s) will be embedded using appropriate APA citation style. In reading these texts, we will gain an appreciation for the points considered most salient – most important for your developing understanding of the literacy engagement process.

Discussion Groups: These weekly discussion groups are an opportunity for candidates to exchange thoughts, ideas, reflections and verbal responses to the topics/readings engaged across the dimensions of the course. Productive participation in these discussion groups means that candidates will have completed reading in a timely manner, demonstrate engagement through thoughtful questions, and offer respectful commentary and responses to colleagues’ relative positions.

Literacy Diagram and Biography. In this assignment, you are asked to think about critical events, thoughts, and situations that influenced the reader and/or writer you are today. Discover your own “reading story” or “writing story” by thinking about and identifying the variety of ways in which you experienced the importance of reading and writing and expressed your dependence upon and love of literacy. When and how did you learn how to make sense of print, how to express what you want, how to understand what you aspire for, and how to enjoy reading and writing? Recall early memories related to your experiences as a student learning to read and write. You might be pointedly reminded of such early memories as you read chapters 3 through 7 of our core text. As you bring to mind and write about certain early memories and pivotal experiences in your lifetime of literacy learning, write about a page or so (in this 5 to 7-page assignment) that expresses your values as a teacher of literacy. Given your own reading and writing background and your reading in this course/program, how do you see yourself as a teacher of literacy? What values do you most want to instill in your own teaching, given your personal (past and current) history?

Genre Inquiry Project: For this 5 to 7-page project, you are being asked to identify and explore a genre that you hope to use in your future classroom. You are being asked to 1) identify a genre that's relevant to your teaching; 2) critically analyze the genre to explore how certain literacies are privileged in school, as well as what this teaches students, either explicitly or implicitly. Examples of such genres might be (a) a particular selection of children's literature, (b) a certain content literary text such a science, math, history, or social studies text, or (c) any other kind of "text" that might be used in the teaching of your subject area(s). This project is probably best undertaken once you've read, discussed and explored chapter 7 of our core text: critical literacies pedagogy. This project is a chance for you to critically engage with your genre in order to understand how it functions as a way of shaping our understanding of the world and to ask critical questions about why and how it’s used in school. Here are some questions for you to consider as you conduct your inquiry: What are the characteristics and conventions of your genre and what does your genre say about the type of literacy that is privileged in school? How does this privileging of certain skills and knowledges help to honor and respect, or deny and marginalize, different perspectives, cultures, and subject positions? What assumptions are embedded in this genre, in terms of power, discourse, access, knowledge production, and sociocultural diversity? And, finally, how might your genre be used to open up possibilities for revision? Or, invite students to invent new categories (i.e., hybrid genres)? Or, more explicitly connect school culture to home and community cultures?

The final grade assigned for this course will be based on the percentage of total points earned and are assigned as follows:

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| Letter Grade | Points | Letter Grade | Points | Letter Grade | Percentage |
| A (4.0) | 180 - 200 | B- (2.7) | 100 - 119 | D- (0.7) | 20 - 39 |
| A- (3.7) | 160 - 179 | C (2.3) | 80 - 99 | F (0.0) | 19 and below |
| B+ (3.3) | 140 - 159 | C- (1.7) | 60 - 79 |  |  |
| B (3.0) | 120 -139 | D (1.3) | 40 - 59 |  |  |

GRADING SYSTEM/SCALE

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.

1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

ACADEMIC HONESTY

Academic honesty stands at the center of intellectual pursuits in the academic community.  All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

ATTENDANCE POLICY

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

ACOMMODATIONS FOR LEARNING

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

ADDITIONAL COURSE RESOURCES

COURSE TOPICS CALENDAR (Subject to change with advanced notice)

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| Meeting | Topic | Readings Due | Assignments Due |
| Week 1 | Introduction to the course, defining “literacies”; Literacies on a human scale    \*Literacies and their investigation through theories and models |  |  |
| Week 2 | Literacies Pedagogy | \*Unrau and Alderman (2013), Ch. 2 in Alvermann, Unrau & Ruddell (Eds.) Theoretical Models and Processes of Reading, pp. 47 - 90  Kalantzis, et. al (2016), Ch. 3 |  |
| Week 3 | Didactic Literacy Pedagogy    Literacy and students with (dis)abilities | Goodman, (2014), pp. 21-36;  Kalantzis, et. al (2016), Ch. 4 |  |
| Week 4 | Authentic Literacy Pedagogy | Kalantzis, et. al (2016), Ch. 5 | Critical Synthesis Paper #1 |
| Week 5 | Functional Literacy Pedagogy | Kalantzis, et. al (2016), Ch. 6  \*Gee (2013), pp. 136-151 in Alvermann, Unrau & Ruddell (Eds.) Theoretical Models and Processes of Reading;   \*\*Gee (2013), pp. 51 – 82 in Hawkins (Ed.), Framing Languages and Literacies   \*\*\*Goodman, Fries, and Strauss (2016), pp. 34 - 102 |  |
| Week 6 | Critical Literacies Pedagogy | Kalantzis, et. al (2016), Ch. 7 |  |
| Week 7 | Literacies as Multimodal Designs for Meaning | Kalantzis, et. al (2016), Ch. 8 | Critical Synthesis Paper #2 |
| Week 8 | Making Meaning by Reading | Kalantzis, et. al (2016), Ch. 9 |  |
| Week 9 | Making Meaning by Writing | Kalantzis, et. al (2016), Ch. 10 |  |
| Week 10 | Literacies to Think and to Learn | Kalantzis, et. al (2016), Ch. 14 | Critical Synthesis Paper #3 |
| Week 11 | Literacies and Learner Differences | Kalantzis, et. al (2016), Ch. 15 | Genre Inquiry Project |
| Week 12 | Literacies Standards and Assessment | Kalantzis, et. al (2016), Ch. 16 |  |
| Week 13 |  | \*Dudley-Marling (2015), pp. 1 – 96. (whole book with foreword by Marilyn Cochran-Smith) | Critical Synthesis Paper #4 |
| Week 14 |  |  | Literacy Diagram or  Literacy Biography |