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| **MALT 611: Foundations of Literacies** | | |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:** |
| **Location:** |  | **Time:** |
|  |  |  |

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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. Fieldwork experience required.

**Prerequisites:** Permission to enroll in Teacher Credential courses from the School of Education and completion of MALT 601 (or equivalent course).

Equivalent to EDUG 411/EDUC 511

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course (MALT 601 and MALT 611).**

**FIELDWORK**: a total of 10 hours of fieldwork will be completed for this course. Such fieldwork will entail documenting 10, 1-hour observations in a classroom related to your subject area expertise. As you observe and take notes, try to pinpoint the literate practices that are entailed in the classroom you observe. What support is offered for students' reading comprehension and general engagement in texts? What guidance and support is forthcoming for students' writing? What are the general expectations for students' reading and writing? To what extent are oral language practices implemented? Is the classroom teacher centered or student centered? Are there supportive practices in place that facilitate students' involvement in the various texts they are assigned to read? Your reflections will be represented in 10, 1-page written narratives and submitted to your professor. Alternative assignments may be assigned/approved by the professor.

**The fieldwork log will be turned in to the Office of Student Success at** [**OSS@redlands.edu**](mailto:OSS@redlands.edu)**, and the assignment linked to your early fieldwork experience will be turned in to the professor.**

**CONTEXTUAL 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. In the process, candidates explore literacies as political, controlling and liberating (differing codes of power impacting social and cultural capital).

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. 

Students who complete this course will be able to critically analyze literacy performance and assessments (e.g., formative, summative, formal, informal) taking into account the diverse learning needs of all students. Students in this course will understand the value of being self-reflexive in their identities as readers and writers, as well as their identities as teachers of readers and writers, remaining willing to see their strengths and weaknesses as they relate to these identities.

Candidates will also be familiar with situated, sociocultural approaches to language and literacy acquisition and be able to relate this understanding to their practice as teachers of literacy across disciplines. To that end, students will understand emergent literacy development and be able to create logically sequenced, developmentally appropriate curriculum. Students will demonstrate and apply an understanding of the situated nature of language and discourse, as well as how genres shape our understandings of the world and how literacies function across disciplines.

Candidates will learn how meaning is created using the four cueing systems in language development: grapho-phonemic, syntactic, semantic, and pragmatic within environments promoting motivation and agency. Candidates are taught to see reading, writing, listening, and speaking as integrated, reciprocal processes. This course acquaints students with different approaches to the teaching of writing and with methods and strategies appropriate to students of varying learning abilities.

**REQUIRED TEXTS & READINGS**

We expect professors to teach this course differently, underscoring different topics and ideas, while also shaping assignments to meet the needs of specific students, and, thus, course readings and assignments will vary according to the expertise and interests of each faculty member. Suggested texts and readings, available upon request.

Required Text:

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

**TECHNOLOGY REQUIREMENTS**

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>.  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 under Internet

**COURSE OBJECTIVES**

Based on the Teaching Performance Expectations (TPEs) aligned with the California Standards for the Teaching Profession (CSTP) adopted in June 2016. As a result of the work undertaken in this course, students should be able to:

1. Understand the role of *oral language****,*** literacy and literate relationships across cultures in school and life. (CSTP 1)
2. Make meaning of the four cueing systems in language development: Grapho-phonemic, Syntactic, Semantic, and Pragmatic within environments promoting motivation and agency. (CSTP 1)
3. Understand literacies as political, controlling and liberating (differing codes of power impacting social and cultural capital).
4. Understand reading, *writing, listening and speaking* as integrated reciprocal processes – understand the difference between meaning making versus code control.
5. Explain the historical contexts related to the history of literacy, as well as the ideological debates associated with said history. (CSTP 1)
6. Design curricula using different approaches to the teaching of writing and with methods and strategies appropriate to students of varying learning abilities. (CSTP 4)
7. Critically analyze literacy performance and assessments (formative, summative, formal, informal) taking into account the diverse learning and assessing needs of all students. (CSTP 5)
8. Be self-reflexive in their identities as readers and writers, as well as their identities as teachers of readers and writers, remaining willing to see their strengths and weaknesses as they relate to these identities. (CSTP 6)
9. Understand classroom systems that promote and/or hinder a literate and democratic environment. (CSTP 1)
10. Understand and consider issues of equity, power, and social justice as they relate to the teaching of language and literacies. (CSTP 6)
11. Apply situated, sociocultural approaches to  language and literacy acquisition. (CSTP 1)
12. Understand emergent literacy development and be able to create logically sequenced, developmentally appropriate curriculum. (CSTP 4)
13. Apply and understand how genres shape our understandings of the world. (CSTP 6)

**ASSIGNMENTS AND ASSESSMENTS**

| **Assignment** | **Point Total** | **Due Date** |
| --- | --- | --- |
| **Weekly Response Papers** x 10 | (5 pts each) = 50 points | Weeks: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| **Literacy Diagram or Biography** | 30 points | Week 4 |
| **Field Experience Project** | 30 points | Week 8 |
| **Discussion Group** | 20 points | (varies) |
| **Unfamiliar Genre Project** | 20 points | Week 11 |
| **Final Portfolio**  (Presentation of course portfolio with literacies journal) | 50 points | Week 14 |

**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.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation.

**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.

**ACCOMMODATIONS 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.

**COURSE TOPICS CALENDAR (***Subject to change with advanced notice***)**

| **Meeting** | **Topic** | **Readings Due** | **Assignments Due** |
| --- | --- | --- | --- |
| Week 1 | Introduction to the course, defining “literacies”; Literacies on a human scale | Kalantzis, et. al (2016), Ch. 1 |  |
| Week 2 | Intersectionality and literacy; Literacies’ purposes | Kalantzis, et. al (2016), Ch. 2 | Response Paper #1 |
| Week 3 | Literacy and students with (dis)abilities |  | Response Paper #2 |
| Week 4 | Literacy and emergent bilinguals |  | Response Paper #3  Literacy Diagram or  Literacy Biography |
| Week 5 | Situated-Sociocultural Literacies |  | Response Paper #4 |
| Week 6 | Authentic Literacy Pedagogy | Kalantzis, et. al (2016), Ch. 5 | Response Paper #5 |
| Week 7 | Functional Literacy Pedagogy | Kalantzis, et. al (2016), Ch. 6 | Response Paper #6 |
| Week 8 | Critical Literacies | Kalantzis, et. al (2016), Ch. 7 | Response Paper #7  Field Experience Project |
| Week 9 | Digital Literacies;  Literacies as Multimodal Designs for Meaning | Kalantzis, et. al (2016), Ch. 8 | Response Paper #8 |
| Week 10 | Visual Literacies | Kalantzis, et. al (2016), Ch. 11 | Response Paper #9 |
| Week 11 | Equity and Diversity Through Language and Literacy; Literacies and Learner Differences | Kalantzis, et. al (2016), Ch. 15 | Unfamiliar Genre Project |
| Week 12 | Civic Literacies |  | Response Paper #10 |
| Week 13 | Literacies Standards and Assessment | Kalantzis, et. al (2016), Ch. 16 |  |
| Week 14 |  |  | Presentations of Final Course Portfolio with Literacies Journal |