

Literacy, Language, and Cultural Practices

Course Details

Clarissa Castaneda, PhD
Office Hours
Email

Required Texts

- Literacy: A Critical Sourcebook* Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll & Mike Rose
(ISBN 0312250428)
- Lives on the Boundary* Mike Rose
(ISBN 9780143035466)
- Writing about Writing:
A College Reader*, 2nd ed. Elizabeth Wardle & Doug Downs
(ISBN 9781457636943)

Course Description

This course can be used to satisfy requirements for English Education and Communications majors. We will examine literacy as a set of social practices that can be used to oppress and marginalize, or empower and support reconciliation. Literacy, language, and cultural practices play an integral role in education, community building, intrapersonal and interpersonal relationships, socioeconomic mobility, and the trajectory of knowledge production and cultural preservation.

Questions we will consider: How do people use literacy, and what do they use it to do? How does literacy define relationships among people? What work does it do? How do people learn literacy? How have digital technologies changed literacy practices among people and groups?

Issues we will take up: key concepts in literacy studies, research practices in literacy studies, ways in which writers construct texts and readers construct meaning from texts, ways in which language and texts mediate social activities, and relationships among literacy technologies and literacy practices.

Course Policies

Attendance: This class is a collective environment which is largely formed by your contributions during class discussions. Come to class. Participate. Be prepared with readings and assignments completed, notes taken, and questions prepared.

Attendance will be taken daily, and unexcused absences and late arrivals may ultimately affect your ability to pass the course. Students are permitted to miss two classes, but any missed work or participation will negatively impact the student's grade. Three unexcused late arrivals are equal to one unexcused absence class. Any absence beyond two will negatively impact the student's final grade for the course; the instructor may automatically reduce your grade for the course by 1/3 of a grade for each unexcused absence beyond the two permitted absences. If you know that you're going to miss class ahead of time, email me with the relevant information; advising me of your absence does not mean that your absence will be excused. If you are absent from class, then you are responsible for getting any documents, notes, and announcements from that day. First, check Blackboard and then, if you have any questions, contact a classmate or come see me during office hours for more information.

Class Etiquette and Decorum: It is expected that you will participate appropriately and as adults during class discussions. We are a *diverse* academic community representing different faiths, lifestyles, ethnicities, sexualities, and cultures. We will be discussing controversial issues in class—issues that typically elicit strong opinions, so it is especially important that you show tolerance and respect for your fellow classmates at all times. I am available during my office hours and by appointment to discuss any issue that students may have in regard to readings, class discussions and/or assignments. This classroom is a collective space which promotes equality, knowledge building, critical thinking, and discovery.

Electronic Devices: Smart device/cell phone/laptop use is not permitted in the classroom. You may not text, take phone calls, or otherwise engage with your phone during class time. Your phone must be silenced and put away before class begins. If you have a situation wherein you need to have access to your phone during class, please advise me before class begins. I understand that emergencies happen, so you are welcome to step outside and take important calls that cannot wait.

Late Work: *Absence from class does not extend the due date of an assignment.* All assignments are due *before* class meets. You may turn in an assignment up to three days after the due date, but your assignment will be marked down 1/3 of a grade for each day after the due date and time. For example, if you turn in an assignment at 8 pm on Monday, after class has already met, then your final grade on the assignment will be marked down 1/3 of a grade. I do not accept assignments after the 3-day period for late submission.

Course website and Email: Check the course blackboard page daily for important information regarding assignments, projects, class announcements, and access to supplementary readings. This is a “green” course and most supplementary material will be made available digitally. In-class handouts, PDFs that require printing, and hard-copy submissions will be minimal. Be sure to check your e-mail account daily!

Email and Office Hours: When emailing me, keep in mind that it *may* take up to 48 hours to receive a reply. Typically, I reply to students within a couple of hours. Students who have a standing work or class conflict with office hours can email to schedule an appointment to meet via Skype, Zoom, or phone. Office Hours are on a “first-come, first-serve” basis.

Quizzes: Quizzes on assigned readings may be given at the start of class without advance notice. Late students will not be given additional time on a quiz, nor will they have the opportunity to make up a missed quiz. Generally, there is at least one quiz per week.

Need for Accommodation: Per institution.

Title IX: Per institution.

Discrimination, Harassment, Sexual Misconduct, and Retaliation: Per institution.

Plagiarism and Academic Standards: Per Institution.

In addition to the above guide, I consider submitting assignments completed for another course taken for degree completion to be a type of plagiarism. If you would like to reference work done for another course, please come see me during office hours to discuss how to best integrate extant work with new work.

Do your own work and give others credit for the work they've done. When you draw upon the ideas or words of other people, clearly indicate that. Whenever you quote, summarize, or paraphrase another writer, give that source credit by making it clear that those words or that idea comes from that writer. Scholars are necessarily working with extant theories, concepts, and texts! *Citing your source renders your work more credible and authoritative.* Students who commit one or more areas of plagiarism may automatically fail the course.

If you're unsure of how to give a writer credit, consult the Purdue Online Writing Lab/OWL (<http://owl.english.purdue.edu/owl/>), ask a tutor at the Learning Resource Center/University Writing Center (<http://www.cpp.edu/~lrc/our-team/uwc.shtml>), or stop by my office hours. Plagiarism and other violations of academic integrity will be reported to the Office of Student Conduct & Integrity (<http://www.cpp.edu/~studentconduct/>).

University Resources: Per institution.

Course Grading

Students will attend and participate in class discussions, complete in-class writing assignments, complete homework assignments, take quizzes during class, complete two Literacy Analysis Projects, take one midterm, complete a final project proposal, and complete a final project. Homework assignments, readings, and projects are to be completed before class on the due date.

Requirements

Participation & Attendance	10%
In-Class Writing & Homework	10%
Quizzes	10%
Literacy Analysis Projects (2)	20%
Midterm	10%
Final Project Proposal	10%
<u>Final Project</u>	<u>30%</u>
TOTAL	100%

Grading Scale—Note that I use a plus and minus system.

100-93 = A, 4.0

92-90 = A-, 3.7

89-87 = B+, 3.3

86-83 = B, 3.0

82-80 = B-, 2.7

79-77 = C+, 2.3

76-73 = C, 2.0

72-70 = C-, 1.7

69-67 = D+, 1.3

66-63 = D, 1.0

62-60 = D-, 0.7

59-0 = F, 0.0

*Participation grades are determined from the following: participation in class through attendance and preparation, responding to questions, engagement in group discussions, and visits to office hours.

Note: attendance on the midterm exam day is mandatory. Failure to attend class on midterm exam day will result in an automatic F grade on the exam, and you may fail the class.

Grading Rubric

A	Superior Work	<i>In addition to having all of the best qualities of B-level work, A-level work contributes to the field of study, is innovative, and indicative of a student's high level of comprehension of course readings and lectures in relation to their own work. A-level work is exceptional.</i>
B	Very Good Work	<i>B-level work engages with course readings in a meaningful and insightful way. The student's work is free of errors in logic and indicates a dynamic understanding of a range of important concepts and theories in relation to their work. B-level work is excellent.</i>
C	Adequate Work	<i>C-level work reflects a student's basic comprehension of course readings and lectures. While the student's work may not be innovative, it is clear and thorough.</i>
D	Minimally Acceptable	<i>D-level work communicates a misreading of assigned texts and/or a misunderstanding of course lectures. D-level work may also fail to meet the minimum requirements of an assignment.</i>
F	Unacceptable Work	<i>F-level work is difficult to read and may have an array of errors in logic and grammar. F-level work is often very short of the minimum requirements for an assignment, and the result of a failure to comprehend and/or complete the assigned readings.</i>

Course Schedule
****Subject to change with notice.****

Bb = Blackboard **LCS** = *Literacy: A Critical Sourcebook* **WAW** = *Writing About Writing*

- Week 1 Monday, August 26
In-Class: Review course syllabus, introductions, please purchase course textbooks
- Wednesday, August 28
Reading due today: See PDF posted to Bb
In-Class: Discussion and response to reading
- Week 2 Monday, September 2
Holiday, Labor Day, no class
- Wednesday, September 4
Reading due today: See PDF posted to Bb
In-Class: Discussion and response to reading
- Week 3 Monday, September 9
Reading due today: Mike Rose, *Lives* pages 1-65
LCS pages 616-628 (Freire)
Homework due today: See assignment posted to Bb.
In-Class: Discussion and response to reading
- Wednesday, September 11
Reading due today: LCS pages 123-137 (Scribner & Cole)
WAW pages 119 (Malcolm X)
In-Class: Discussion and response to reading
- Week 4 Monday, September 16
Reading due today: Mike Rose, *Lives* pages 67-132
LCS pages 488-507 (McCarty & Watahomigie)
Homework due today: See assignment posted to Bb.
In-Class: Discussion and response to reading; review literacy analysis project prompt
- Wednesday, September 18
Reading due today: LCS pages 138-155 (Akinnaso)
WAW pages 492-526 (Prior)
In-Class: Discussion and response to reading
- Week 5 Monday, September 23
Reading due today: LCS pages 156-171 (Moll & Gonzalez)
WAW pages 128-132 (Alexie)
Homework due today: See assignment posted to Bb.
In-Class: Discussion and response to reading
- Wednesday, September 25
Reading due today: Mike Rose, *Lives* pages 133-165
WAW pages 325-346 (Covina & Jolliffe)
In-Class: Discussion and response to reading

- Week 6 Monday, September 30
Reading due today: *LCS* pages 545-554 (Delpit)
LCS pages 572-587 (Peck, Flower, & Higgins)
Homework due today: See assignment posted to Bb.
In-Class: Discussion and response to reading
- Wednesday, October 2
Reading due today: *WAW* pages 107-118 (Villanueva)
WAW pages 395-409 (Porter)
In-Class: Discussion and response to reading
- Week 7 Monday, October 7
Reading due today: *LCS* pages 511-524 (Bartholomae)
LCS pages 591-615 (Arnove & Harvey)
Homework due today: First literacy analysis project due.
In-Class: Project presentations.
- Wednesday, October 9
Reading due today: Mike Rose, *Lives* pages 167-204
WAW pages 740-759 (Kohl, Liebert, & Metten)
In-Class: Project presentations.
- Week 8 Monday, October 14
Reading due today: *WAW* pages 230-261 (McCarthy)
Homework due today: See assignment posted to Bb.
In-Class: Discussion and response to reading
- Wednesday, October 16
Reading due today: *WAW* pages 273-283 (Kain & Wardle)
In-Class: Discussion and response to reading; discuss midterm
- Week 9 Monday, October 21
Reading due today: Mike Rose, *Lives* pages 205-242
Homework due today: See assignment posted to Bb.
In-Class: Discussion and response to reading
- Wednesday, October 23
Reading due today: *WAW* pages 302-313 (Marro)
In-Class: Discussion and response to reading
- Week 10 Monday, October 28
In-Class: Midterm Review
This class is set-aside for you to ask questions that pertain to the midterm topics.
- Wednesday, October 30
In-Class: Midterm Exam

- Week 11 Monday, November 4
Reading due today:
Homework due today: See assignment posted to Bb.
In-Class: Discussion and response to reading
- Wednesday, November 6
Reading due today: *LCS* pages 70-84 (Baron)
In-Class: Discussion and response to reading; review prompt for final project
- Week 12 Monday, November 11
Holiday, Veteran's Day, no class
- Wednesday, November 13
Reading due today: *LCS* pages 211-233 (Graff)
In-Class: Discussion and response to reading
- Week 13 Monday, November 18
Reading due today: *LCS* pages 290-305 (Damon-Moore & Kaestle)
Homework due today: Second literacy analysis project due.
In-Class: Project presentations
- Wednesday, November 20
Reading due today: *LCS* pages 316-324 (Goodman)
In-Class: Project presentations
- Week 14 Monday, November 25
Reading due today: *LCS* pages 421-430 (Szwed)
Homework due today: See assignment posted to Bb.
In-Class: Discussion and response to reading
- Wednesday, November 27
Reading due today: *LCS* pages 660-683 (Hull)
In-Class: Discussion and response to reading
- Week 15 Monday, December 2
Reading due today: *LCS* pages 376-401 (Lytle)
Homework due today: Draft of final project proposal; upload to Bb AND bring a hard copy to class.
In-Class: Peer review of project proposal.
- Wednesday, December 4
Reading due today: *WAW* pages 284-301 (Wardle)
In-Class: Discussion and response to reading

Finals Week

- Week 16 Final project due to Blackboard
 Wednesday, December 11 at 3:00 pm
 No class meeting.