

CEP/TE 915

Fall, 2004

Tuesdays, 5-7:50 PM

207 Berkey Hall

Professors Susan Florio-Ruane & Ernest Morrell¹

Course Description

In this course we will examine the formative role of culture and society in literacy learning and literacy practices. We will interrogate the following themes:

- (1) Development of language and literacy in social and cultural context and the negotiated nature of instruction in literacy
- (2) Psychological, cultural and social perspectives on literacy learning: forms, functions, learning, and development
- (3) The forms and functions of text (including visual and digital texts, popular music, and film);
- (4) The political force of literacy and the importance of critical literacy
- (5) Oral and written language as foundational to all school learning
- (6) Cross-cultural, international, post-colonial contexts of literacy learning.

These themes will be studied through the lenses of cultural studies, psychology, education, and language/literacy. We will inquire these topics by reading, discussing, and writing about core texts written by scholars working in fields concerned with this subject. In addition, we will pursue and report your own inquiries into selected educational themes, issues, and questions. Throughout the course we will consider major theoretical frameworks from psychology, anthropology, critical theory, cultural studies, new literacy studies, and education. We will read, speak, and write about how these frameworks inform our understanding of literacy education—its institutions, practices, and curricula. We will therefore study in our own course intertextuality, response, and interpretation.

Required Texts

Barton, D., Hamilton, M., and Ivancic, R. (2000). *Situated Literacies: Reading and Writing in Context*. London: Routledge.

Bruner, Jerome. (1997). *The Culture of Education*. Cambridge: Harvard University Press.

Cole, Michael. (1996). *Cultural Psychology: A Once and Future Discipline*. Cambridge: Harvard University Press.

Dewey, John. (1932/1990). *The Child and the Curriculum/The School and Society*. Chicago: University of Chicago Press.

¹ Contact information on last page of this document

Gee, James. (2000). *Social Linguistics and Literacy: Ideology in Discourse* Second Edition. New York: Taylor and Francis.

Geertz, Clifford. (2000). *Local knowledge: Further essays in interpretive anthropology*. New York: Basic Books.

Lave, Jean and Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

Lee, Carol D. & Smagorinsky, Peter (Eds.) (2000). *Vygotskian Perspectives on Literacy Development*. Cambridge: Cambridge University Press.

Course Objectives

- ❖ *To read, write, and speak closely and critically* about core texts relating to language, literacy, and learning written by scholars working in the fields of psychology, anthropology, cultural studies, and education;
- ❖ *To lead and actively participate* in group discussion of core texts;
- ❖ *To write in response* to the core texts in ways that synthesize, summarize, critique, and inquire into meaning;
- ❖ *To learn about language and literacy through the alternative lenses* that these texts provide—social, cultural, cognitive, and curricular;
- ❖ *To work cooperatively with colleagues* to frame and study an important issue or problem in language and literacy education, to study it by means of the above disciplinary lenses, and to communicate the results of this work in oral and written form to colleagues in the class.

Course Organization, Course Activities and Assignments

Weekly Seminar and Bi-Weekly Project Working sessions

As an advanced graduate course, CEP/TE 915 will involve weekly close reading and discussion of the core texts as well as other in-class activities to help us read upon, within, , and against the texts and make inter textual comparisons, contrasts, and syntheses. Two brief synthesis papers will be assigned, each corresponding to half of the readings of the course. The first will look at epistemology and theory, the second at research. They will be free-standing essays, to be viewed in their own right. They should also serve as resources for the longer written/oral project due at the end of the semester. Details of the criteria and grading system will be distributed in class.

Individual Student Projects

Based on interest, each student will choose an academic genre (e.g. proposal for a refereed conference presentation, pilot or practicum project, or grant; article for publication in a refereed journal; annotated review or literature; essay review; etc.), and write on one topic related to the course/; its content, readings, discussions, and related scholarship. This process, from genre and topic identification through presentation will be supported in bi-weekly in class working sessions, described below. Part of the attendance and class participation segment of your grade (see below) will reflect your involvement in the bi-weekly project sessions and your preparation for each of these sessions (see below). Examples will also be shared in class. Regardless of the genre you choose for the project, you should reflect in the project the following:

- (1) Frame the theme, issue or question from the core text(s) and your individual interests;
- (2) Study example of the genre you have chosen—both the one(s) shared in class and those available from other sources;
- (3) Identify, read and discuss key articles, chapters or books related to your topic, theme, issue or question;
- (3) Prepare a final written product, consistent with you genre and ready to submit to an authentic audience, reflecting your work on #1 and #2 above as well as your two brief synthesis papers due earlier in the semester;
- (4) Conduct a roundtable discussion of your project at the end of the course which also includes your contact information; a one-page summary and, on the reverse, a bibliography of relevant, related texts.

Presenting Your Project: Oral and Written

Oral versions of each project will be presented to the class and invited guests in two “rounds” at the end of the course. They will also be written and turned in at the end of the course. Both oral and written versions will be graded, and a final score will be based on the accumulation of these two grades. Details of the criteria and grading system will be distributed in class.

Synthesis Papers

During the semester, you will wrote two brief synthesis papers (5-10 pages typed, double-spaced, 12-point font) (see class schedule for due dates) in response to prompts that will be distributed in class. Each synthesis paper allows you to draw on the texts read to date as you respond to the prompt and design an argument or interpretation. The first paper will, like the first half of the reading list, emphasize theory. The second will emphasize research. In both cases, you will be reflecting on the readings and their relevance to our emergent understanding of language, literacy and learning in the field of education.

Class Attendance and Participation

Attendance at all sessions is expected and will be reflected in the Class Attendance and Participation part of your grade. Exceptions need to be reported to the instructor in advance, with appropriate documentation. All students are expected to come prepared to discuss readings in detail and also, on project working days, with written notes of the stage of the project identified in the calendar below. Because not all people participate in the same ways, and many are in the process of acquiring new ways of reading, and listening in advanced graduate courses such as this one, we will tailor this part of your grade to reflect your own goals as well as our criteria. We will distribute a set of criteria for participation at the beginning of class, and you will evaluate your own participation, track your progress, and turn this assessment in with your final project. The instructors will review your self assessment and include it in your class participation score, along with our assessment of attendance and preparation.

Grading

Grading will be done jointly by both instructors. We will use a point system reflective of the criteria for each assignment. Instructors will offer individual comments to you but will sum and average your point scores together. Grades are assigned by points as follows:

95-100 = 4.0

90-94 = 3.5

85-89 = 3.0

80-84 = 2.5*

*In a doctoral course, no student should earn a grade lower than 30.

Point values are assigned as follows:

Attendance, preparation, & participation	10 points
Synthesis paper #1	20
Synthesis paper #2	20
Roundtable project presentation	20
Written project	30

Total	100 points
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How to Reach Us

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(Campus office) 517-432-4867	517-339-3903 (Home office)
(Home office) 248-473-1311	517-410-2768 (cell)
<i>By appointment and from 3:30 to 5:00 on Tuesdays before class.</i>	<i>By appointment and from 3:30 to 5:00 on Tuesdays before class.</i>

Note: Our TE secretary is Ms. Karen Gray @ 517-353-0690; kagr@msu.edu. The Lit PhD Program Secretary for PhD students is Mr. Darryl Pettway (coetephd@msu.edu). In an emergency, you may also contact the Lima Program Secretary, Ms. Rosie Garcia (garcia@msu.edu).

Class Schedule

Week	Book/Authors	Book Discussions/Related Activities	Project Meetings/ Workshops	Project Homework	Written Assignment Due
1	Dewey	Introduction; Discussion of Dewey	<i>Introduce Project Assignment</i>	None	None
2	Cole, Chapters 1-5	Discussion	None	Select Project Topic & Genre	None
3	Cole, Chapters 6-11	Investigate Key Ideas by Chapter	<i>Discuss topics & genres</i>	Research Genre & Topic	None
4	Geertz	Discussion	None	Brainstorm	None
5	Geertz	Culture Panels	<i>Share Brainstorm</i>	Begin outlining	None
6	Lave & Wenger	Discussion	None	Continue outlining/rough drafting	None
7	Gee	Discussion	<i>Share work-in-progress</i>	Continue outlining/rough drafting	Synthesis Paper #1 due
8	Gee	Case Examples	None	Rough draft	None
9	Lee et al	Discussion	<i>Workshop rough drafts</i>	Revision	None
10	Lee et al	Case examples	<i>Workshop revisions</i>	Revision	None
11	Barton et al	Discussion	None	Editing; prepare final written product; plan oral presentation	None
12	Barton et al	Case examples	<i>Share oral presentation plans</i>	Prepare for presentation	None
13	Bruner/ Dewey	Discussion	None	Finalize presentation; work on accompanying paper	Synthesis Paper due #2
14	Presentations	Presentations	Presentations	Presentations	Presentations
15	Presentations	Presentations	Presentations	Presentations	Presentations
Exam Week	None	None	None	None	Final written project report due by 5 PM Tuesday