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AL: 992
Seminar in Language, Literacy, and
Pedagogy

Professor Ellen Cushman
Spring 2013

Meets:
W 3:00- 5:50 PM 220 EBH

Literacies | Power | Cultures | and Expressive Tools

This class offers an introduction to interdisciplinary perspectives on issues, questions, and trends in literacy studies with special emphasis on literacy research taking place in communities, classrooms, and tribes. The class will explore the mutually sustaining relationships between literacies, power, culture, and the expressive tools people use. Students will understand how globalization, identities, colonial thinking, and writing technologies all influence reading and writing practices and the types of agency made possible by these.

We'll explore a range of questions including, but not limited to:

- What relationships exist between literacies and power in indigenous, urban, and classroom communities?
- In what ways does technology use and adaptation impact culture and language?
- How do decolonial, critical and third space theories help us understand literacies? And most importantly:
- What we can do in our research and teaching to address the issues we've found important to us over the semester?

Readings will include: a selection of essays from three edited collections; several book-length studies; scholarly articles that survey recent research in new literacies; research articles from key journals in the area; as well as a handful of seminal essays in decolonial theory, critical pedagogy, and qualitative studies of literacy research. An array of assignments is offered for your choice, along with an annotated bibliography and seminar paper.

Required Texts

These are available online for purchase or free; they've been placed on reserve in the main library; and a selection of essays has been created in PDF files available to you on our D2L site.

Berry, Patrick W., Gail E. Hawisher, and Cynthia L. Selfe. *Transnational Literate Lives in Digital Times*. Logan, UT: Computers and Composition Digital P/Utah State UP, 2012. Available online at: <http://ccdigitalpress.org/transnational/>

Brandt, Deborah. *Literacy and Learning: Reflections on Writing, Reading, and Society*. San Francisco, CA: Jossey-Bass. 2009.

Canagarajah, A. Suresh. *Literacy as Translingual Practice Between Communities and Classrooms*. Ed.. Routledge, 2013. Online resource through MSU.

Cushman, Ellen. *The Cherokee Syllabary: Writing the People's Perseverance*. University of Oklahoma Press, 2012.

Cushman, Ellen, Eugene Kintgen, Barry Kroll, and Mike Rose. Eds. *Literacy: A Critical Sourcebook*. Boston, MA: Bedford, 2001.

Required Texts, cont.'

Duffy, John, Nelson Christoph, Julie, Goldblatt, Eli, Graff, Nelson, Nowacek, Rebecca, and Trabold, Bryan (Eds.) *Literacy, Economy, and Power: Writing and Research after 'Literacy in American Lives.'* Carbondale, IL, Southern IL UP, 2014. Pdf available to class on d2l.

Gee, James Paul. *Social Linguistics and Literacies: Ideology in Discourses, 4th ed.* London, UK: Routledge, 2012.

Heath, Shirley Brice. *Words at work and play: Three decades in family and community life.* Cambridge University Press, 2012.

Kirkland, David E. *A Search Past Silence: The Literacy of Young Black Men.* Teachers College Press, 2013.

Paris, Django. *Language across Difference: Ethnicity, Communication, and Youth Identities in Changing Urban Schools.* Cambridge, UK: Cambridge UP, 2013. Paperback and available online through MSU library.

McCarty, Teresa L. *Ethnography and Language Policy.* New York, NY: Routledge, 2010.

May, S. *Language and Minority rights: Ethnicity, nationalism and the politics of language, 2nd ed.* London, UK: Routledge, 2012.

Assignment Descriptions

Lead Discussion

Each of us will run a discussion and lead class as one way to gain a low-stakes experience as a graduate course instructor. To lead discussion of the readings, try doing any of the following:

- 🕒 pose provocative questions that emerge from the readings
- 🕒 provide a warm up writing prompt, piece from popular culture, or personal story
- 🕒 offer related materials or tools that illuminate the readings
- 🕒 pull keywords that seem to thread across the readings and ask us to help define these
- 🕒 select a range of quotes from the readings for us to focus upon

and

- 🕒 develop the week's agenda, keep us on track and within time, and offer artful segues between activities. You'll find a template for [our agenda on a shared google](#) document.

Assignment Descriptions, cont.'

Innovation Intersections

Using inclusive and engaged activities of [the type found on our CAITLAH website](#), engage us as learners around any of the themes, ideas, key terms, or important moves found in the readings for the week. You're creating an activity you might actually use in your own classrooms, current and future. Your purpose is to try to help us explore and generate answers for the questions guiding the units and/or the class. Your audience includes us, perhaps your current students, and down the road, anyone reading your professional dossiers in which you would include these teaching materials. See the handout for more detail and the d2l site for due dates.

Five of Five Annotated Bibliography Short Reports

Though we're reading from several edited collections and books that introduce foundational thinkers and exciting new trajectories of work, scholarly journals also present which of these trajectories still have traction, point us to new and emerging lines of work, and help us see if any of the questions and areas of concern we've discussed in class have been taken up in recent work. To these ends, the "five of five annotated bibliography short reports" will serve to showcase new work published in cutting edge, high impact, journals over the last five years. It will also launch you to the final paper for this class.

Instructions:

1. Select a scholarly journal **related to a question or topic you're interested in for you final paper and/or ongoing research**
2. Read through the last five years of that journal's publication
3. Select five of the best articles to come from these using these guidelines. The article should be:
 - a. Impeccably researched using whatever methodology is appropriate (qualitative and/or quantitative)
 - b. Theoretically grounded in a related literature
 - c. Significant in its contribution to that research
 - d. Written well with an eye toward readers new to this area of work
 - e. Inclusive of authors and participants from diverse backgrounds
4. Create a 2-3 page introduction that summarizes the 5 of 5 thematically, include the abstracts or an overview of the 5 articles, and include any [impact metrics from google scholar](#) or other considerations of significance or worth
5. Copy and handout the report for us on the day you present this

Beyond these pedagogical purposes/audiences for this assignment, Mike Rose, Chris Haas, and I are revising *Literacy: A Critical Sourcebook* to update it in light of current scholarship. We'd like to invite you to contribute to this work by helping us write introductions to units, particular pieces, and to conceptualize the book. Mary Juzwik and I would also like to consider your reports for possible inclusion in the annual *Research in the Teaching of English* annotated bibliography that is under revision. Finally, we'd love to see you post these to our [CAITLAH reads website](#). More on these publication venues for this work as they emerge.

Final Paper and Presentations: The end of the semester is geared toward you presenting your ideas and learning. You will have individual class time to provide a general sense of how you've synthesized the work in class and where you hope to go with it. Your papers should be at least 15 pages for MA students and at least 25 pages for PhD students. In MLA or APA format, these can be within the genre and form you chose to forward your thinking on a topic or issue raised in class, but also suitable for explaining ways in which you've synthesized the work.

Assignment Weights and Due Dates

Lead Discussion & Class	20%	TBD individually
Innovation Intersection	20%	TBD individually
5 of 5 Annotated Bibliography Reports	20%	TBD individually
Final paper	25%	Draft due 4/9/2014; Final Due 4/25/2014
Final presentation	15%	TBD 4/16 & 4/23/2014

Grading of Assignments

Grade point conversions:	94 – 100 = 4.0
	85 – 93 = 3.5
	79 – 84 = 3.0
	74 – 78 = 2.5
	69 – 73 = 2.0
	64 – 68 = 1.5
	59 – 63 = 1.0

Participation Ground Rules

In this class you are respected and challenged as future colleagues. As such, we'll run class together, engaging in the types of professional development activities professional teachers and researchers do as a matter of course. Your continued, respectful participation ensures the best learning experience for us all. Participation includes leading discussion, creating and running innovation intersections, reporting on your research with 5 of 5 reports, and agreeing to these ground rules for working together.

1. Come to class well prepared to discuss the readings, pair with a peer, work in small groups, and lead discussions/activities/demonstrations when asked to do so.
2. Please bring your books and computers to class on the days readings are assigned from them. I note when you've not brought your book in the attendance record.
3. Listen carefully to each other and respond to each other with respect. Talk with each other about the topics and readings at hand.
4. Agree not to blame ourselves or others for misinformation we have learned, but accept responsibility for not repeating this information after we have learned otherwise.
5. Assume that people are always doing their best, want to be treated with respect, and want to learn.
6. Actively try to get to know each other and ourselves
7. Share information about the social and cultural groups we belong to with other members of the class
8. We will never demean, devalue, or in any way "put down" people for their experiences.
9. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
10. Be patient as people try to integrate what they're learning—it may take several tries to learn new ways, habits of thought, and routines.
11. Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can

Participation Ground Rules, cont.'

preface their remarks with a request and the class will agree not to repeat the remarks.

12. Synthesize ideas, readings, and materials across (y)our classes into fresh, innovative teaching practices. While university policy on academic honesty (see: <https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>) stipulates work created for one course cannot be turned in for credit in another, I do hope that ideas, practices, and materials from your courses will be mutually informative and made to speak to each other in new ways.
13. Have I missed any we'd like to create?

Policies and Procedures

- Regular attendance is required to succeed. Missing class more than 3 times total **will lower your final grade for the class by .5 grade points for each time missed beyond the 3 allowed**— unless you have a documented medical or family crisis. Example: you've missed four classes for the semester and your final grade would have been a 3.5; because you've missed one meeting time beyond the allowed, your final grade for the class will be a 3.0.
- Every activity and assignment in class is designed to model for you one you might do in your own classroom. There is always a method to this madness: if you don't understand the goal for class or objective of an activity, make sure to ask.
- Readings must be read before the class on which they're assigned. Bring the readings to class.
- Written projects are due online in the drop box on the day they're assigned. Assignments must be uploaded to D2L in the appropriate drop box with attachments and links accordingly on the date they're due unless you've arranged with me otherwise.
- If you have a valid reason for not meeting requirements or attending class, let me know. I am flexible when the excuse is legit.
- Professional portfolios can and should reflect coursework from both your classes. They're designed to be living documents that can be developed during your coursework, exams, and for the search that should be continually updated in light of classes you've taught. If you don't yet have one, ask for samples, take a look at your professors', and develop one soon.
- Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees are required to report suspected child abuse/neglect and allegations of sexual assault to the appropriate campus authorities when they become aware of such matters in the course of their employment. Sexual assault survivors are encouraged to meet with the Sexual Assault Program at the MSU Counseling Center for confidential counseling and advocacy services.

Schedule and Units

The timetable below is subject to change based on our collective learning goals and needs. Online readings will always be listed by the individual authors' last name followed by an (O) to designate these are online. Books to read are always listed using acronyms formed by the first three words in their title.

The key to the books follows:

LCS: *Literacy: A Critical Sourcebook*

TLL: *Transnational Literate Lives*

TCS: *The Cherokee Syllabary*

LEP: *Literacy, Economy, and Power*

L&L: *Literacy and Learning*

LTP: *Literacy as Translingual Practice*

SLL: *Social Linguistics and Literacies*

WWP: *Words at Work and Play*

SPS: *Search Past Silence*

LAD: *Language Across Difference*

ELP: *Ethnography and Language Policy*

LMR: *Language and Minority Rights*

Unit 1: Landscapes of Literacies	Reading Assignments	Agendas and Due Dates
Week 1: Setting the World Scene W: 1/8	Decolonial, Rhetorical, Third Space and Peoplehood Theory Mignolo (O) Royster (O) Gutierrez (O) Holm et al (O)	Discussion Leader: Ellen Introductions. Course overview. Assignment introduction & sign up. Placing our learning activity.
<p>Questions to Keep in Mind: Surveying the areas of literacy studies, where do we locate ourselves in these discussions? Who am I as a literacy learner? How has my place, language, religion, and history impacted my meaning making practices? What theories help us map these terrains? What do these theories help us (re)see? Warm up free write: What are you hoping to learn from this class? What questions are you passionate about? How best do you learn?</p>		
Unit: Technologies for Literacy	Reading Assignments	Agendas and Due Dates
Week 2: Tools: Instrumental, Economic, Cultural, and Historical Power W: 1/15	LCS: Ong, Goody, Baron Bender (O) TLLDT: all	Discussion Leader: Innovation Intersection: Five of five:
<p>Questions to Keep in Mind: Why do meaning making tools take on importance for those who use them? How does this importance parlay into economic, cultural, and historical power? What role does place and the circulation of meaning in these places play in the value of the tools?</p>		
Unit: Technologies for Literacy & Histories of Literacies in the US	Reading Assignments	Agendas and Due Dates
Week 3: Tools: Instrumental, Economic, Cultural, and Historical Power W: 1/22	LCS: Graff LEP: Lathan, Mattingly, Young LL: chps 1-7	Discussion Leader: Innovation Intersection: Five of five:
<p>Questions to Keep in Mind: How has the definition of literacy and literate changed across US history and for whom? In what ways might my literacy development be impacted by these definitions of literacy? What economic and historical forces have shaped reading and writing practices?</p>		
Unit: Histories of Literacies in the US	Reading Assignments	Agendas and Due Dates
Week 4: Tools: Instrumental, Economic, Cultural, and Historical Power W: 1/29	LCS: McHenry & Heath, Gere, Candalaria Greene Cushman <i>Cherokee Syllabary</i> : all	Do readings Discussion Leader: Innovation Intersection: Five of five:
<p>Questions to Keep in Mind: Whose reading and writing practices have counted in considering definitions of literacy? How have graphisms, modalities and media come to be valued and by whom? How do we create decolonial and third space landscapes for individuals to develop their meaning making practices?</p>		

Unit: Literacy, Language, Mind, Development	Reading Assignments	Agendas and Due Dates
<p>Week 5: Individuals as Meaning Makers: Literacy Development, Language and Thought, Funds of Knowledge W: 2/5</p> <p>Questions to Keep in Mind: How do definitions of thought, language, and modality shape how we define a literacy learner? How do place, language, religion, and history impact people's meaning making practices? In what ways might my literacy development have been impacted by my language and thought? How do we create decolonial and third space landscapes for individuals to develop their meaning making practices?</p>	<p>LCS: Olson, Scribner and Cole, Moll & Gonzalez, Goodman, Dyson Akinnaso, Duke et al (O)</p>	<p>Do readings Discussion Leader: Innovation Intersection: Five of five:</p>
Unit: Literacy, Language, Mind, Development	Reading Assignments	Agendas and Due Dates
<p>Week 6: Individuals as Meaning Makers: Literacy Development, Language and Thought, Funds of Knowledge W: 2/12</p> <p>Questions to Keep in Mind: Who am I as a literacy learner? How has my place, language, religion, and history impacted my meaning making practices? How has the definition of literacy and literate changed across US history and for whom? In what ways might my literacy development be impacted by these definitions of literacy? How do we create decolonial and third space landscapes for individuals to develop their meaning making practices?</p>	<p>SPS all Gates (O)</p>	<p>Do readings Discussion Leader: Innovation Intersection: Five of five:</p>
Unit: Culture and Community	Reading Assignments	Agendas and Due Dates
<p>Week 7: Language Diversity & Cultures W: 2/19</p> <p>Questions to Keep in Mind: In what ways do our cultures, communities and places come to influence meaning making practices? Why do particular language and literacies come to be valued? In what ways do these impact the opportunities of individuals? How do we create decolonial and third space landscapes for individuals to develop their meaning making practices?</p>	<p>Class online: instructor @ conference LCS: Szwed, Street, Heath WWP: all</p>	<p>Do readings Discussion Leader: Innovation Intersection: Five of five:</p>
Unit: Culture and Community	Reading Assignments	Agendas and Due Dates
<p>Week 8: Language Diversity & Cultures W: 2/26</p> <p>Questions to Keep in Mind: In what ways do our cultures, communities and places come to influence meaning making practices? Why do particular language and literacies come to be valued? In what ways do these impact the opportunities of individuals? How do we create decolonial and third space landscapes for individuals to develop their meaning making practices?</p>	<p>LCS: Farr, McCarty & Watahomigie LD: all</p>	<p>Do readings Discussion Leader: Innovation Intersection: Five of five:</p>

Unit: Culture and Community	Reading Assignments	Agendas and Due Dates
Week 9: No Class W: 3/5	Spring Break	
Unit: Power, Movement, Discourse	Reading Assignments	Agendas and Due Dates
Week 10: Power, Identity, Privilege, & Discourses W: 3/12	LCS: Gee, Delpit, Hull, Freire, Pennycook 2003 (O) Otsugi & Pennycook (O) SLL all	Do readings Discussion Leader: Innovation Intersection: Five of five:
Questions to Keep in Mind: What are the relationships between power, identity, privilege and discourses? What is gained by pluralizing literacies, discourses, and Englishes? How do these become influenced by global mechanisms, such as migration, free trade, policy, and nationalism? In what ways do these shape our understandings of what it means to be literate in glocal terms? How do we create decolonial and third space landscapes for individuals to develop their meaning making practices?		
Unit: Power, Movement, Discourse	Reading Assignments	Agendas and Due Dates
Week 11: Movement, Space, & Transing the Glocal W: 3/19	Class online: instructor @ conference Lorimer (O) LTP, all	Do readings Discussion Leader: Innovation Intersection: Five of five:
Questions to Keep in Mind: What are the relationships between power, identity, privilege and discourses? What is gained by pluralizing literacies, discourses, and Englishes? How do these become influenced by global mechanisms, such as migration, free trade, policy, and nationalism? In what ways do these shape our understandings of what it means to be literate in glocal terms? How do we create decolonial and third space landscapes for individuals to develop their meaning making practices?		
Unit: Language, Nations, Policy	Reading Assignments	Agendas and Due Dates
Week 12: Work, Nationalism, Politics of Language & Policy W: 3/26	ELP, all	Do readings Discussion Leader: Innovation Intersection: Five of five:
Questions to Keep in Mind: Given the place of world Englishes, how to effectively maintain, persevere, and build upon heritage and endangered languages? What tensions exist between national policies about language and local identities of place? How do peoples persevere with their languages, literacies, and meaning making practices in world economies? How do we create decolonial and third space landscapes for individuals to persevere with their meaning making practices?		
Unit: Language, Nations, Policy	Reading Assignments	Agendas and Due Dates
Week 13: Work, Nationalism, Politics of Language & Policy W: 4/2	LMR, all	Do readings Discussion Leader: Innovation Intersection: Five of five:
Questions to Keep in Mind: Given the place of world Englishes, how to effectively maintain, persevere, and build upon heritage and endangered languages? What tensions exist between national policies about language and local identities of place? How do peoples persevere with their languages, literacies, and meaning making practices in world economies? How do we create decolonial and third space landscapes for individuals to persevere with their meaning making practices?		

Unit: Our Turn	Reading Assignments	Agendas and Due Dates
Week 14: Your Ideas/Research W: 4/9	Class online: instructor @ invited talk	Paper draft due 4/9: Peer review papers online Reflections: Landscape maps online
<p>Questions to Keep in Mind: Draw us a synthesis of what you've learned this semester. Use our shared google drawing space to create a map of the terrain of literacy studies together. What themes are where? What areas of research? What questions do these include? Or if you prefer to do an individual map, share it with the class.</p>		
Week 15: Your Ideas/Research W: 4/16	Presentations	Presentations
Week 16: Your Ideas/Research W: 4/23	Presentations	Presentations and evals. Final Paper due 4/25/2013