Time: Tuesdays & Thursdays, 4:50 – 8:10
Place: Dewey 1-154 (1-160A and 4-160M)
Professor: Joanne Larson
Office: Dewey 1-160E
Phone: 275-0900
Email: jlarson@warner.rochester.edu
Office hours by appointment

Course Objective:
The purpose of this course is to assist students in the construction of a comprehensive theoretical framework for understanding and examining the nature of literacy learning in multiple contexts. Students will develop a conception of literacy as a social practice and build an understanding of the social context of literacy learning as the negotiation of the multiple linguistic and cultural practices of contemporary society. This course is required by all Master’s candidates seeking initial and professional certification and is open to doctoral students. The course is also designed to develop the competencies required by the International Reading Association (IRA) Standards for Reading Specialist/Literacy Coach through assignments, class discussions, and course readings. Relevant IRA standards are noted throughout the syllabus. See http://www.reading.org/Resources/ProfessionalDevelopment/Accreditation/NCATE_Standards_for_Reading_Professionals.aspx for further information.

Warner’s Diversity and Inclusion Goals and Values:
The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community (http://www.rochester.edu/warner/warnerataglance/diversity.html). See http://www.rochester.edu/diversity/philosophy.html for the University of Rochester’s statements about diversity.

Classroom Environment:
This course is designed to challenge your definitions of literacy and learning through assignments and vibrant class discussion. As a classroom community we share the task of negotiating the dual priorities of authentic free speech and active regard for all others. Given the important work of leading social change, we need to have these discussions in a safe, supportive, and anti-oppressive environment. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on others’ ideas.
Course Requirements:

1. **Web 2.0 assignments**: The purpose of this assignment is to provide an authentic space for students to experience new literacies in the role of **produser**. Each student will complete three Web 2 activities worth 10 points each. See handout for further information. (30% of the grade)
   
   *(IRA Standards 2.2; 4.2-4.4)*

2. **Wiki**: This assignment is designed to facilitate the collaborative construction of meaning and content around the concepts and theories we will be addressing in class. This assignment is both a chance to create new content (e.g. construct knowledge) as well as negotiate meaning through ongoing discussion. Prior to each class session, you will select a passage (or passages) from each of the assigned readings for that evening that has challenged your point of view, told you something new, or had some other significance for you. A brief (one paragraph) discussion of why the passages were selected will give context to the selected text (e.g. why were these passages important for you to include and how they work together). Include a set of questions that you have based on your reading. We will use these questions in class discussion. Each of you will have at least one turn at leading the class discussion in either whole class or small group discussions. After class (by 5:00 pm the following day), write a reflection on your wiki page that articulates what you learned from class activities, readings and discussion. In addition, you must substantively comment on at least 5 of your classmate’s wiki pages. (30% of grade)
   
   *(IRA Standards 1.1-1.3; 2.1-2.3; 4.1-4.4; 5.1-5.2)*

3. **Research Project and Final Paper/Webpage**: This project introduces you to language and literacy research and the concept of **praxis** in the role of learner. You will design and implement a critical literacy project in which you will identify a social justice problem/issue and, through praxis (reflection and action), attempt to redress that problem/issue. You will gather data on this process in the form of documents, audio taped interviews and group meetings (transcribed), and observational notes (field notes) of the process and its results. The final paper (and webpage) will include an orienting theoretical framework, emergent research questions, a definition of literacy, analysis of the process, an explanation of the group’s praxis, results or consequences of the implemented project, and an implications section that describes how what you learned could be implemented in K-12 classrooms. You will present the project and webpage during the last class session. See the assignment description and rubric for more details. (40% of grade)
   
   *(IRA Standards 1.1-1.3; 2.1-2.3; 4.1-4.4; 5.3-5.4)*

**NO LATE ASSIGNMENTS WILL BE ACCEPTED**
Grading:
2. Web 2 Assignment: 30 points
3. Wiki: 30 points
4. Research Project and Final Paper: 40 points
Total Points: 100 points

| 29 – 30 A | 39 – 40 A- | 98 – 100 A |
| 27 – 28 A- | 37 – 38 A- | 95 – 97 A- |
| 25 – 26 B+ | 35 – 36 B+ | 92 – 94 B+ |
| 23 – 24 B | 33 – 34 B | 89 – 91 B |
| 21 – 22 B- | 31 – 32 B- | 86 – 88 B- |
| 19 – 20 C | 29 – 30 C | 83 – 85 C |

Required Texts:

Additional readings will be available online through Blackboard.
Class Schedule:
(1) Tuesday, May 22\textsuperscript{th}

\textit{Overview of the course and introduction to literacy and education.}

(2) Thursday, May 24\textsuperscript{th}

\textit{Literacy as Social Practice}
Readings:


\textit{(IRA Standards 1.1-1.4; 4.3; 5.2)}

(3) Tuesday, May 29\textsuperscript{th}

\textit{Introduction to sociocultural-historical theories of language/literacy learning}
Readings:


\textit{(IRA Standards 1.1-1.4; 2.1-2.3; 4.1-4.4; 5.1-5.3)}

(4) Thursday, May 31\textsuperscript{th}

\textbf{In class time for research projects}

\textit{Language, Literacy, Changing Mindsets}
Readings:


\textit{(IRA Standards: 1.1-1.4; 2.2; 4.1-4.4)}

(5) Tuesday, June 5\textsuperscript{th}

\textit{Literacy networks and affinities}

\textbf{First Web 2 Assignment Due}

\textbf{Film presentation: A Life Outside}
Readings:


(6) Thursday, June 7\textsuperscript{nd}

**In class time for research projects**

*Critical Literacy as Praxis*

**Readings:**


(*IRA Standards: 1.1-1.4; 2.2; 4.1-4.4*)

(7) Tuesday, June 12\textsuperscript{th}

**Multimodal Literacies and “Reading” Texts**

**Second Web 2 Assignment Due**

**Readings:**


(*IRA Standards 1.1-1.4; 2.1-2.3; 5.1-5.3*)

(8) Thursday, June 14\textsuperscript{th}

**In class time for research projects**

*Changing spaces and practices*

**Readings:**


(*IRA Standards 1.1-1.4; 2.1-2.3; 5.1-5.3*)

(9) Tuesday, June 19\textsuperscript{th}

**Third Web 2 assignment due**

*Literacy as political tool*

**Readings:**


(*IRA Standards 1.1-1.4; 2.1-2.3; 4.1-4.4*)
(10) Thursday, June 21\textsuperscript{th}

\textbf{In class time for research projects}

\textit{Multiple and Expanding Spaces for Literacy}

Readings:


(IRA Standards 1.1-1.4; 2.1-2.3; 4.1-4.4)

(11) Tuesday, June 26\textsuperscript{th}

\textit{Literacy and Popular Cultures}

Readings:


(IRA Standards 1.1-1.4; 2.1-2.3; 4.1-4.4; 5.1-5.3)

(12) Thursday, June 28\textsuperscript{th}

\textbf{Student Presentations of final projects}

(IRA Standards 1.1-1.4; 5.1-5.4)

\textbf{FINAL PAPERS DUE}