English 413/513—Theories of Literacy (Spring 2013-116 ESL)

Professor Mary Wood  
Professor Mary Wood  
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445 PLC  
Hours: M 3-4, W 9-11

TA: Margaret Bostrom  
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Texts:  
Ellen Cushman, et al. , Literacy: A Critical Sourcebook  
Tsitsi Dangarembga, Nervous Conditions

These two texts are available at the UO Duckstore. Other short works listed below are available on the class Blackboard site.

Course Requirements:

1) Co-requisite: This class has a co-requisite (English 404/604), which assigns internship credit for service work done in the community. One credit is given for every 30 hours of work, which includes time spent training and searching for a position and comes to 2-3 hours per week of service work.

2) Class attendance is mandatory for English 413/513. This is a discussion-based class in which we will be talking about readings and also discussing your internship experiences in relation to those readings. In order for you to get the most out of these discussions, you need to come to class having read the material listed for that day. If I feel students are not keeping up with the reading, I will institute unannounced reading quizzes (I’ll let you know if we decide to do this).

3) Journal—Please post a journal entry to the Blackboard site “Journals” section every Monday by midnight. Each entry should be about 300 words (more is fine and a little less is ok) and should address a) some aspect of the reading for that week AND b) some aspect of your service experience. You might want to connect the reading to your experience, but you don’t have to. You don’t need to discuss every reading for the week. Discuss at least one in depth, quoting from the text at least once and commenting on the piece(s) chosen.

4) Mid-term Reflection Essay (3-4 pages)—This essay will connect your experiences at your internship site with one of the readings done in class. I will provide a handout on this essay as the time approaches. Due May 6th.

5) Presentation—You will give a brief (10-minute) presentation on your internship, educating the class about 1) your site, 2) your main challenges working there, 3) your main rewards, including what you’ve learned and what you’ve offered, 4) an overview of three reliable sources you’ve researched in areas relevant to your site, with a discussion of how these sources have helped you understand your work. Please turn in an annotated bibliography of these sources.
6) **Final Reflection Essay** (5-6 pages)—In this essay you will examine your internship experience in relation to **three** of the works read in class.

**Grade distribution:** Attendance and participation—10%; Journals—15%; Mid-term Reflection Essay—25%; Presentation with bibliography—15%; Final Reflection Essay—35%.

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**Reading Schedule**

**Power, Privilege, and Discourse**

Monday, April 1st—Introductions. “What is Service Learning?” handout.
Friday, April 5th—Delpit, “The Politics of Teaching Literate Discourse,” *Sourcebook.*

In-class writing and discussion: expectations of service learning.

Monday, April 8th—Brandt, “Sponsors of Literacy,” and Bartholomae, “Inventing the University,” *Sourcebook.*
Friday, April 12th—Internship discussion.

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**Forms of Literacy: Reading and Science**

Friday, April 19th—Discussion.

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**Culture and Community**

Wednesday, April 24th—Farr, “En Los Dos Idiomas,” and “Language and Literacy in American Indian and Alaska Native Communities,” *Sourcebook.*
Friday, April 26th—Discussion. Presentations.

Friday, May 3rd—Discussion. Presentations.

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**Literacy Campaigns, Colonialism, Capitalism, Resistance**

Friday, May 10th—Discussion. Presentations.

Monday, May 13th—*Nervous Conditions.*
Wednesday, May 15th—*Nervous Conditions.*
Friday, May 17th—Discussion. Presentations.

**New Media Literacy and Global Society**
Wednesday, May 22nd—Video: “Education Nation” (Stanford University Roundtable).
Friday, May 24th—Discussion. Presentations.

**Ecological Literacy**
Monday, May 27th—Memorial Day. No class.
Friday, May 31st—Discussion. Presentations.

Wednesday, June 5th—Excerpt from Leslie Marmon Silko’s *Ceremony,* Blackboard.
Friday, June 7th—Discussion.

**Final essays due Wednesday, June 12th, by 5 p.m. under my office door, 445 PLC.**