

English 413/513—Theories of Literacy (Winter 2015-101 ALL)

Professor Mary Wood

Office: 445 PLC, Hours Tues 2-3 p.m., W 1-3 p.m.

mewood@uoregon.edu

Goals of Course: This course will introduce students to the history and implementation of theories of literacy in the U.S., with some focus as well on literacies in global contexts. Students will become familiar with major debates within literacy theory and will learn to analyze assumptions and premises within various theoretical approaches. Students will also learn—through readings, lectures, discussions, presentations, and writing assignments--to connect literacy theories (as well as critiques of those theories) to their own internship experiences in community agencies.

Texts: Ellen Cushman, *Literacy: a Critical Sourcebook*
Jamaica Kincaid, *Annie John*

Books are available at the UO Duckstore. Other articles 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 Sunday 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 (once your internship has begun). 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 5th**.

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** (4-5 pages)—In this essay you will examine your internship experience in relation to **two** of the works read in class. You may use any of the readings except the one you chose for the mid-term essay. **Due May 11th**.

Grade distribution: Attendance and participation—10%; Journals—15%; Mid-term Reflection Essay—20%; Presentation with bibliography—20%; Final Reflection Essay—35%.

Reading Schedule

Power, Privilege, and Discourse

Monday, Jan. 5th—Introductions. “What is Service Learning?” handout.

Wednesday, Jan. 7th—Gee, “Literacy, Discourse, and Linguistics”; Delpit, “The Politics of Teaching Literate Discourse,” *Sourcebook*.

Monday, Jan. 12th—Brandt, “Sponsors of Literacy,” and Bartholomae, “Inventing the University,” *Sourcebook*.

Wed., Jan. 14th—Graff, ‘Nineteenth-Century Origins’; Greene, “Misperspectives on Literacy”; McHenry/Heath, “The Literate and the Literary,” *Sourcebook*.

Forms of Literacy: Reading and Science

Monday, Jan. 19th—Martin Luther King Jr. Day—No class.

Wednesday, Jan. 21st— Adams, “Theoretical Approaches”; Goodman, “The Development of Initial Literacy”; and Haas, “Learning to Read Biology,” *Sourcebook*.

Culture and Community

Monday, Jan. 26th—Street, “The New Literacy Studies”; and Heath, “Protean Shapes,” *Sourcebook*.

Wednesday, Jan. 28th—Farr, “En Los Dos Idiomas,” and “Language and Literacy in American Indian and Alaska Native Communities,” *Sourcebook*.

Presentations.

Monday, Feb. 2nd—Delpit, “The Real Ebonics Debate,” and Perry, “The Real Ebonics Debate,” **Blackboard**.

Wednesday, Feb. 4th—Tonouchi, “The State of Pidgin,” **Blackboard**.
Presentations.

Literacy Campaigns, Colonialism, Capitalism, Resistance

Monday, Feb. 9th—Freire, “The Adult Literacy Process as Cultural Action,” and Kirsch, “Adult Literacy in America,” *Sourcebook*. **Mid-term Reflection Essay Due.**

Wednesday, Feb. 11th—Begin Kincaid, *Annie John*.
Presentations.

Monday, Feb. 16th—*Annie John*.

Wednesday, Feb. 18th—*Annie John*.
Presentations.

New Media Literacy and Global Society

Monday, Feb. 23rd—Vasudevan, “An Invitation to Unknowing,” and Renee Loth, “What’s Black and White and Re-Tweeted All Over?”, both on **Blackboard**.

Wednesday, Feb. 25th—Video: “Education Nation” (Stanford University Roundtable).
Presentations.

Ecological Literacy

Monday, March 2nd—Orr, “Ecological Literacy,” **Blackboard**.

Wednesday, March 4th—Korteweg and Russell, “Decolonizing and Indigenizing,” **Blackboard**.
Presentations.

Monday, March 9th—Payne and Wattchow, “Phenomenological Deconstruction, Slow Pedagogy,” **Blackboard**.

Wednesday, March 11th—**Conclusions.**

Final essays due Monday, March 16th, by 5 p.m. under my office door, 445 PLC.