

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

| | | | |
|----------------|--------------------------------------|-------------------|----------------|
| College/School | College of Liberal Arts and Sciences | Department/School | English |
| Prefix: | ENG | Number: | 393 |
| Title: | Theories of Literacy | | Units: |
| | | | 3 |

Course description:

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Literacy and Critical Inquiry **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2022 Effective Date: October 2, 2021

For Spring 2023 Effective Date: March 5, 2022

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Peter Goggin E-mail petergo@asu.edu Phone 480.965.3168

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Krista Ratcliffe Date: 9/8/2021

Chair/Director (Signature): Krista Ratcliffe/AM

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised March 2021

Proposer: Please complete the following section and attach appropriate documentation.

| ASU - [HU] CRITERIA | | | |
|---|--------------------------|---|--|
| HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content. | | | |
| YES | NO | | Identify Submitted Documentation That Demonstrably Provides Evidence |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience. | Syllabus (course description, learning outcomes, reading schedule) Textbook table of contents |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions. | Syllabus (literacy keyword project, discussion forum, midterm, final, in-class discussion) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the critical analysis (not summary or memorization) of historical development of artistic or design traditions. | Syllabus (literacy keyword project, discussion forum, midterm, final, in-class discussion) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | b. Concerns aesthetic systems and values, especially in literature, arts, and design. | |
| <input type="checkbox"/> | <input type="checkbox"/> | c. Emphasizes aesthetic experience and creative process in literature, arts, and design. | |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Concerns the demonstrable critical analysis of literature and the development of literary traditions | |
| | | THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN: | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. | |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|----------------------|-----------------------------|
| ENG | 393 | Theories of Literacy | HU |

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checklist) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---------------------------|---|---|
| 1 | Theories of literacy are embedded within the values and assumptions of individuals, institutions, and academic specialization. This course examines, surveys and maps out key works and movements in literacy theory and research, their influences on academic scholarship and education, the ideological assumptions that inform them, and how theories of literacy are viewed, articulated, and practiced within the study of writing, rhetorics, and literacies and within broader socio-cultural landscapes. | <p>Students read primary source documents in literacy studies (reading schedule, textbook TOC).</p> <p>Lectures/class discussion focus on key questions that drive inquiry in literacy studies: e.g., What is literacy? What does it mean to define, profess, and practice literacy? (see course description. learning outcomes)</p> <p>The course raises questions about what counts as literacy, for whom, in what contexts and who decides. Assignments promote a critical analysis of the contexts of literacy instruction and learning. Students explore and unpack these questions through multiple assignments.</p> |
| 2 | This course equips students with interpretive tools that help them analyse assumptions and creations (artifacts) of multiple modes and expressions of literacy and literate practices (written, oral, visual, artiginal, kinetic, digital, material, and so forth) from the earliest use of symbols and symbolic meaning in human society to the present. Further, this course equips students to identify and interpret the stated and unstated cultural and systemic assumptions that sponsor, and are sponsored by said multiple modes and expressions literacy and literate practices, and critically analyze and situate (map) their arrangement in the cultural landscape in terms of time, place, and space. | Through the response essays (discussion forum), midterm, final, literacy key term project and in-class discussion, students are asked to analyze readings in the history of literacy studies focusing on the relationship theory and practice (praxis) and the ways that literacy policies and practices have been communicated. They examine stated claims in literacy research and institutional assumptions and then examine contexts and larger implications of such claims in the lives of people. The class emphasizes close reading as a method of analysis and students must support their own claims with excerpts from the various texts. |

| | | |
|-------|--|---|
| 3 | This course teaches students to identify and critically assess the relationships between literacy research, theory, and practices in their argumentative style and articulation in multiple modes of expression. | Through the response essays (forum discussions), midterm, final, key term project and in-class discussions students analyze how the various ideological models of literacy (personal growth, functional, cultural, instrumental, social growth, critical, activist, and so forth) compare and inform the scope of literacy in creating and distributing knowledge. |
| 4 a/b | This course presents a rhetorical approach to literacy studies alongside contexts of contemporary philosophical, cultural, and artistic traditions and practices. It uses the relationship between tradition and practices to draw their affinities and differences into clear relief and thus form a more dimensional understanding of the nature of how social, cultural, individual, and institutional systems of literacy and literate practices have been, and may be, defined, analyzed, and extended. | As demonstrated by the reading schedule (syllabus) and the textbook table of context as well as lecturers, the class first establishes the historical, socio-cultural, ideological, and scholarly contexts for literacy studies then traces how the various literacy models (personal growth, functional, cultural, instrumental, social growth, critical, activist, and so forth) are in friction in terms of operational theories and practices across and within these contexts. The class ends by reconsidering the questions what is literacy? and what does it mean to define, profess, and practice literacy? and asks students to reflect on their own mapping of the theoretical terrain of the literacy landscape they have explored. Additionally, students reflect on their own lifeworlds and the systems and sponsors that have informed their literacies and how a metacognitive approach to literacy studies may inform their future approaches to literacy and literacy development. |

Course Catalogue Description

ENG 393

Theories of Literacy

Course Description:

While theories of literacy have, for the most part, been determined by the primacy of reading and writing script, more recent scholarship in literacy theory and history has served to challenge such limitations. Many contemporary perspectives on literacy view scripted text as one component of complex acts and practices of written communication that occur in social contexts. Studies that examine such communicative acts in their local contexts reveal that literate practices and the texts that are produced are imbued with social and cultural values and traditions and the needs and desires of individuals. As the statements above illustrate, theories of literacy themselves are embedded within the values and assumptions of individuals, institutions, and academic specialization. Examines some of these theories, their influences on academic scholarship and pedagogy, the ideological assumptions that inform them, and how we might view these theories within broader social-cultural landscapes.

Offering School/Colleges Pre-requisite(s):

[The College of Liberal Arts and Sciences -- Department of English](#)

Prerequisite(s): ENG 102, 105, or 108 with C or better OR Visiting University Student

Allow multiple enrollments: No

Repeatable for credit: No

Primary course component: Lecture

Grading method: Standard Grading

Sample Syllabus

ENG 393: Theories of Literacy

Spring 2020 Course Description & Syllabus

DAYS: T TH Noon-1:15

CREDITS: 3

LINE NUMBER: 19825

ROOM: STAUF A317

Peter Goggin

OFFICE: RBH 343

OFFICE HOURS: T TH 1:30-2:30 (and by appointment)

PHONE EXTENSION: 965-7748

E-MAIL: goggin1@asu.edu

Prerequisite(s): ENG 102, 105, or 108 with C or better OR Visiting University Student

TEXTBOOK:

Cushman E., et al. (2001). Literacy: A Critical Sourcebook. Bedford/St. Martin.

Additional readings will be provided on Canvas in pdf format

COURSE DESCRIPTION (catalogue):

While theories of literacy have, for the most part, been determined by the primacy of reading and writing script, more recent scholarship in literacy theory and history has served to challenge such limitations. Many contemporary perspectives on literacy view scripted text as one component of complex acts and practices of written communication that occur in social contexts. Studies that examine such communicative acts in their local contexts reveal that literate practices and the texts that are produced are imbued with social and cultural values and traditions and the needs and desires of individuals. As the statements above illustrate, theories of literacy themselves are embedded within the values and assumptions of individuals, institutions, and academic specialization. Examines some of these theories, their influences on academic scholarship and pedagogy, the ideological assumptions that inform them, and how we might view these theories within broader social-cultural landscapes.

REQUIREMENTS: (Detailed descriptions of the following required assignments will be distributed)

- literacy keyword project (paper and slam presentation)
- participation and attendance
- weekly reading quiz
- Mid-term & final exam

ASSIGNMENT DEADLINES:

Literacy Keyword topic proposal February 4

Midterm exam March 5

Keyword Presentation April 21 & April 23

Literacy Keyword report April 28 (draft due March 26)
Final exam due by April 30 at 2:00pm

OTHER IMPORTANT DATES:

Jan 20 MLK Day
Mar 8-15 Spring Break
Apr 5 Course Withdrawal Deadline
May 1 Last Day Complete Withdrawal

PARTICIPATION & ATTENDANCE: Because so much of what is to be learned in this course occurs in class, regular, on-time attendance is expected. The course is so constructed that even a few absences will create serious problems. Be prepared each class to offer comments and pose questions on the day's assigned readings. You will receive credit (up to 2 points) for each class you attend and participate fully. You will also receive credit (up to 2 points) for each satisfactory reading quiz.

Note: Most quizzes will be 4-5 multiple choice, fill in the blank, or true/false questions. Satisfactory means 3 out of 4, or 4 out of 5 correct answers. Partial credit will be given for 2 or 3 correct answers respectively. No credit for fewer correct answers.

Note: There is a Discussion/Hallway Conversations forum available on the course Canvas site for additional participation. Extra credit may be given for insights, ideas, critiques, conversations, and contributions relevant to Theories of Literacy that are posted to this forum on a regular basis (i.e. no "Hail Marys" at the end of the semester).

GRADES

- Literacy project - 35%
- Participation, attendance, and quizzes - 25% (grade based on percentage of total accumulation of possible points for the semester - i.e. you set the standard)
- Midterm exam - 20%
- Final Exam - 20%

Grades will be recorded using ASU's +/- system.

ASSIGNMENTS: Papers not turned in on the due date will be marked down a letter grade for each week the paper is late.

INCOMPLETES: Please do not assume that an incomplete will be given upon request. University and departmental policy on the handling of incompletes will be followed; only in the case of verified emergencies and illnesses will an incomplete be given.

Title IX:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the

basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>Links to an external site..

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>Links to an external site., is available if you wish to discuss any concerns confidentially and privately.

Calendar of Assignments SP 2020

| | |
|---|---|
| <p>ENG 393 Theories of Literacy Readings & Assignment Due Dates</p> | <p>Note: some due dates may be revised depending on the semester You will be notified of any updates.</p> |
| <p><u>Week 1</u> Jan 14 Introduction & Syllabus</p> <p>Jan 16 Maugham The Verger</p> <p><u>Week 2</u> Jan 21 Schmandt-Besserat article</p> <p>Jan 23 Sampson article</p> <p><u>Week 3</u> Jan 28 Introduction to <i>Literacy: A Critical Sourcebook</i></p> <p>Jan 30 Barron chapt 4</p> <p><u>Week 4</u> Feb 4 Bowden and Shepherd articles</p> <p>Feb 6 Literacy Keyword Topic due Video: Shannon</p> <p><u>Week 5</u> Feb 11 Thornton chapt 3 Video: Zaydee</p> <p>Feb 13 Ong chapt 1 Video: John</p> <p><u>Week 6</u> Feb 18</p> | <p><u>Week 9</u> Mar 17 Friere chapt 35 Video: Keian</p> <p>Mar 19 Gee chapt 30 to p. 536 Video: Mallory</p> <p><u>Week 10</u> Mar 24 Gee chapt 30 to end and Delpit chapt 31 to Video: Fergus</p> <p>Mar 26 Graff chapt 12 to p.222 Video: Rachel</p> <p><u>Week 11</u> Mar 31 Graff chapt 12 to end Video: Mary M Literacy Keyword Drafts: Keyword group progress of Keyword projects online</p> <p>Apr 2 Brandt chapt 32 Video: Taylor K</p> <p><u>Week 12</u> Apr 7 Ramdas chapt 36 Video: Taylor J</p> <p>Apr 9 Burbules article Video: Lilia</p> |

| | |
|--|---|
| <p>Szwed chapt 24 Video: Marco</p> <p>Feb 20 Street chapt 25 Video: Nika</p> <p><u>Week 7</u> Feb 25 Heath chapt 26 to p. 456 Video: Marc At least 2 resources shared with others in your literacy topics group</p> <p>Feb 27 Heath chapt 26 p. 456 to end Video: Lexi</p> <p><u>Week 8</u> Mar 3 exam workshop & review Video: Natalie Video: Robert</p> <p>Mar 5 Midterm exam due</p> <p>Mar 9-13 Spring Break - No classes</p> | <p><u>Week 13</u> Apr 14 Shepherd & Goggin article</p> <p>"Reclaiming 'Old' Literacies" Video: Kaylee</p> <p>Apr 16 Goggin & Springer article</p> <p>"Digital Cities" Video: Melissa & Ian</p> <p><u>Week 14</u> Apr 21 Watch <i>Fahrenheit 451</i> https://www.bitchute.com/video/xv50v (to an external site.)</p> <p>Apr 23 Discuss the film in the context of Theories</p> <p><u>Week 15</u> Apr 28 exam workshop & review Literacy Keyword Report Due</p> <p>Apr 30 Final exam distributed</p> <p>May 5 Final Exam due by 2:00pm</p> |
|--|---|

Note: "Video" designates short YouTube videos selected by each student to illustrate their Literacy Keyword Project concept. Videos are presented at the end of each class session as "punctuation."

Note: Supplemental assigned readings are provided as pdf files

Textbook Table of Contents Note: New edition (below) of this text now available for future courses

Table of contents for Literacy : a critical sourcebook / edited by Ellen Cushman ... [et al.] 2001.

[Bibliographic record](#) and links to related information available from the Library of Congress catalog

CONTENTS

Acknowledgments *iii*

INTRODUCTION: SURVEYING THE FIELD

Part One TECHNOLOGIES FOR LITERACY

1 Writing Is a Technology that Restructures Thought

WALTER J. ONG, S.J. *Claiming that writing transforms human consciousness, Ong discusses numerous consequences of writing, emphasizing the ways in which it separates the knower from what is known.*

2 What's in a List?

JACK GOODY *In this excerpt from The Domestication of the Savage Mind, Goody surveys ancient examples of lists to show how they constitute a technology of literacy that allows (and in fact encourages) history, the observational sciences, and classification schemes.*

3 The Lost World of Colonial Handwriting

TAMARA PLAKINS THORNTON *Thornton, a historian, explores the ways in which handwriting in the American colonies served as a "medium of self," with different hands reserved for men and women, for those in different professions, and for those in various social stations.*

4 From Pencils to Pixels: The Stages of Literacy Technologies

DENNIS BARON *Baron situates the computer in a series of communication technologies — including writing, the pencil, and the telephone — to argue that different technologies interact with literacy in often unexpected ways.*

5 The Effect of Hypertext on Processes of Reading and Writing

DAVIDA CHARNEY *Raising a cautionary voice about computer technology, Charney explores some ways in which the freedom that hypertext allows readers also makes it more difficult for them to make sense of texts, to extract information from them, and to register that information in long-term memory.*

Part Two LITERACY, KNOWLEDGE, AND COGNITION

6 Writing and the Mind

DAVID R. OLSON *Opposing the traditional theory that writing developed out of a need to model speech, Olson argues that writing has instead functioned historically to provide humankind with a new way to think about language itself.*

7 Unpackaging Literacy

SLYVIA SCRIBNER AND MICHAEL COLE *Drawn from a classic empirical study of literacy, the authors report on a West African people who use three writing systems, including one that is independent of formal education; the results suggest modest and specific, rather than profound and broad, effects of literacy on cognition.*

8 Literacy and Individual Consciousness

F. NIYI AKINNASO *The author draws on his personal experience growing up in a nonliterate environment in Nigeria and on his Western academic training to provide a sense of the role*

literacy played in the religious, economic, and political life of his village and also the various effects it had on his own interpersonal relations, acquisition of knowledge, and sense of identity.

9 Lessons from Research with Language-Minority Children

LUIS C. MOLL AND NORMA GONZÁLEZ *With an eye toward influencing literacy assessment and pedagogical practice, the authors consider the effects that the common household's "funds of knowledge" can have on the development of literacy if that knowledge is honored and if its relationship to literacy is fostered.*

10 A New Framework for Understanding Cognition and Affect in Writing

JOHN R. HAYES *Hayes, a cognitive psychologist, attempts to model the complex mental processes involved in producing and revising written language.*

11 Distributed Cognition at Work

PATRICK DIAS, AVIVA FREEDMAN, PETER MEDWAY, AND ANTHONY PARÉ *Through an examination of literacy practices in the Bank of Canada, the authors illustrate the ways that literacy can be distributed across a complex organization.*

Part Three HISTORIES OF LITERACY IN THE UNITED STATES

12 The Nineteenth-Century Origins of Our Times

HARVEY J. GRAFF *Graff offers a general survey of literacy and education in nineteenth-century America, including literacy among minority and immigrant groups.*

13 Misperspectives on Literacy: A Critique of an Anglocentric Bias in Histories of American Literacy

JAMIE CANDELARIA GREENE *The author provides a corrective to mainstream historical accounts of literacy by examining one of the earliest — and subsequently most overlooked — literacies in North America: literacy in Spanish during the fifteenth and sixteenth centuries in Mexico, Central America, and the southern half of the present United States.*

14 Religious Reading and Readers in Antebellum America

DAVID PAUL NORD *By focusing on reports of itinerant booksellers from Princeton Theological Seminary who distributed religious books and tracts to inhabitants of the New Jersey Pine Barrens in the 1840s, Nord illustrates how difficult it is to make simple generalizations about reading.*

15 The Literate and the Literary: African Americans as Writers and Readers — 1830-1940

ELIZABETH MCHENRY AND SHIRLEY BRICE HEATH *The authors strive to balance the notion that African American language and literary habits are primarily rooted in oral traditions by exploring a range of African American literary societies and journals over the course of a century.*

16 Kitchen Tables and Rented Rooms: The Extracurriculum of Composition

ANNE RUGGLES GERE *Gere examines literary clubs and books and magazines from colonial times on, illuminating the various ways in which writing instruction relates to questions of power, performance, and cultural work both in the classroom and in the "extracurriculum."*

17 Gender, Advertising, and Mass-Circulation Magazines

HELEN DAMON-MOORE AND CARL F. KAESTLE *The authors trace the intersections between gender and the world of commerce in the articles and advertising that made magazines economically viable in the late nineteenth and early twentieth century.*

Part Four LITERACY DEVELOPMENT

18 Theoretical Approaches to Reading Instruction

MARILYN JAGER ADAMS *With current educational policies in mind, Adams provides a historical overview of theories and methods of reading instruction and advocates a pedagogy that integrates several of those approaches.*

19 The Development of Initial Literacy

YETTA GOODMAN *An advocate of "whole language" literacy instruction, Goodman details the kinds of knowledge about literacy that young children acquire naturally from their environment.*

20 Coach Bombay's Kids Learn to Write: Children's Appropriation of Media Material for School Literacy

ANNE HAAS DYSON *Relying on a sociocultural theoretical framework, this ethnographic study examines the ways that children appropriate figures and themes from popular media into school literacy events.*

21 Learning to Read Biology: One Student's Rhetorical Development in College

CHRISTANA HAAS *Haas examines the development of specialized literacy by tracking a biology major through her undergraduate years, detailing the changes in her understanding and use of texts as she becomes socialized into a scientific discipline.*

22 Living Literacy: Rethinking Development in Adulthood

SUSAN S. LYTLE *Lytle suggests that stereotypes and common assumptions about adult learners who are not in the educational mainstream blind us to the knowledge they possess and the social networks they inhabit, and discourage close observation of the complex reading and writing processes they use.*

23 A World Without Print

VICTORIA PURCELL-GATES *The author provides a sense of the lived experience of some people with low literacy skills through a study of an adult couple and the effects of their limited literacy on their children.*

Part Five CULTURE AND COMMUNITY

24 The Ethnography of Literacy

JOHN F. SZWED *An anthropologist argues for the study of literacy as a social practice and offers a methodology for studying literacy in its everyday settings.*

25 The New Literacy Studies

BRIAN STREET *Street provides a scholarly agenda for literacy studies that stresses the importance of ethnography for studying the ways literacy practices are ideologically based.*

26 Protean Shapes in Literacy Events: Ever-Shifting Oral and Literate Traditions

SHIRLEY BRICE HEATH *To complicate earlier categorizations of literacy and culture, Heath analyzes ethnographic research of the "literacy events" in two small southern U.S. communities to demonstrate the complex interplay of culture, orality, and literacy.*

27 *En Los Dos Idiomas*: Literacy Practices Among Chicago Mexicanos

MARCIA FARR *Farr explores the ways in which literacy is learned outside of school through social networks and used in religious, commercial, civic, and educational contexts.*

28 Language and Literacy in American Indian and Alaska Native Communities

TERESA L. MCCARTY AND LUCILLE J. WATAHOMIGIE *The authors discuss the difficulties involved in developing curricular materials to facilitate second language acquisition among Navajo schoolchildren, particularly because these materials must straddle overlapping and competing cultural value systems.*

Part Six POWER, PRIVILEGE, AND DISCOURSE

29 Inventing the University

DAVID BARTHOLOMAE *Bartholomae argues that students are pressured to adopt positions of authority from which to address academic audiences, but that their efforts reveal their mimicry of academic discourse more than their fluency in it.*

30 Literacy, Discourse, and Linguistics: Introduction *and* What is Literacy?

JAMES PAUL GEE *Gee differentiates between primary discourse (acquired through home and community) and secondary discourse (learned in broader social contexts and institutions) and poses a theory about the relation of discourse, identity, and social-linguistic fluency.*

31 The Politics of Teaching Literate Discourse

LISA DELPIT *Qualifying Gee's analysis, Delpit argues that linguistic acquisition is possible through classroom immersion in secondary discourse, yet also acknowledges how problematic the move between discursive communities has been for many African Americans.*

32 Sponsors of Literacy

DEBORAH BRANDT *Brandt draws on literacy narratives gathered from over one hundred participants ranging in age from nine to ninety-nine to argue that becoming literate — both within and outside educational contexts — is dependent on a range of social, political, and economic forces.*

33 Community Literacy

WAYNE CAMPBELL PECK, LINDA FLOWER, AND LORRAINE HIGGINS *The authors report on a service-learning project that enables college students and community teens to create a hybrid discourse in order to address local political and social issues.*

Part Seven MOBILIZING LITERACY: WORK AND SOCIAL CHANGE

34 National Literacy Campaigns

ROBERT F. ARNOVE AND HARVEY J. GRAFF *The authors review a wide range of literacy campaigns over the past four hundred years, outlining key points in the development of literacy movements, including goals, materials, methods, and evaluation.*

35 The Adult Literacy Process as Cultural Action for Freedom *and* Education and Conscientização

PAULO FREIRE *Often cited as a foundational view in critical pedagogy, Freire's work also represents the empowering political potential of the literacy campaign, particularly as it developed in Brazil.*

36 Women and Literacy: A Quest for Justice

LALITA RAMDAS *Ramdas finds that literacy campaigners often hold problematic perceptions of women and argues that the perspectives and lived conditions of women must be included in program development.*

37 Adult Literacy in America

IRWIN S. KIRSCH, ANN JUNGEBLUT, LYNN JENKINS, AND ANDREW KOLSTAD *The authors present a statistical analysis of the correlations among mass literacy, income, and profession in the United States, suggesting the potential impact of literacy campaigns and educational systems.*

38 Hearing Other Voices: A Critical Assessment of Popular Views on Literacy and Work

GLYNDA HULL *Hull examines public discourse about literacy and the work force, pointing out that workplace literacy programs and the industry leaders who support them often have reductive perceptions of workers.*

Notes and References

Notes on the Authors

Notes on the Editors

Literacies: A Critical Sourcebook Second Edition| 2020 Ellen Cushman; Christina Haas; Mike Rose

Table of Contents

Gateway 1. What are Literacies?

Articles

1 Scribner and Cole (1981). The Practice of Literacies. In *The psychology of literacy* (pp. 234-42; 250-51). Cambridge, MA: Harvard UP.

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Sample Assignments

Literacy Keywords Project

The Literacy Keywords Project requires that you explore, in depth, one of the literacy terms from the Literacy Keywords Topics list. As you work through the various readings this semester and are developing your written project and oral presentation, you should identify elements (history, background, affiliate concepts, development, usage, scope, etc.) of that literacy that resonate with the theory and content of this course. For example, if you were looking into “Viking Literacy” you would search various academic fields, sub-fields, and disciplines and popular sources that have used the term and defined and critiqued it in various ways. If you were looking into “Animal Literacy” you might find that there was very little on that concept specifically, so you might then turn to affiliate concepts such as animal language, animal cognition, animal agency and so forth. You might also find that your literacy concept is primarily referenced in applied education contexts and you would then need to expand your research to other arenas of inquiry. These suggestions are meant to generate ways of bringing breadth and depth to your studies in Theories of Literacy, i.e. make this assignment serve your own anticipated research interests and scholarly needs.

Your task is to explore, synthesize, summarize, update, challenge, critique, and construct new knowledge for the class on your Literacy Keyword and to present your findings in a creative, intellectual, and entertaining presentation. I would like to put together a downloadable PDF of the written report that will be published and available for all course participants via the course Canvas at semester’s end.

Use the Literacy keyword articles by Bowden and Shepherd as models for your written report in terms of style, format, and length.

Sample Discussion Forum Prompt

In his article, Gee offers numerous definitions on Discourses - Primary – Secondary (dominant & non-dominant), mushfake to name a few. Using these concepts and definitions as the basis for his theory of Discourse and "identity kit" in literacy acquisition, he calls for a more humane understanding of mastery of, and its connections to, linguistic, cultural, and professional gatekeeping, i.e. a means for sustaining a Discourse community, but also excluding others from it. In this forum, discuss Gee's take on literacy, and consider how his theories differ from other theories we've examined.

Sample Exam Questions

Make specific connections with your Keyword topic, mini lectures, video lectures, and peer discussions on readings as appropriate and relevant.

Your exam answer should not be one that is simply a paragraphed checklist of summarized observations, followed by a generalized conclusion. Avoid just describing the text and instead develop a thesis or position that you will argue and illustrate and support your claims with specific references, examples, and details from the course material.

Your exam will be graded on the basis of

- (a) a clear and convincing argument that emerges from the exam question;
- (b) a sustained and focused examination of the implications of that argument throughout the essay answer;
- (c) appropriate use of brief citations or quotes and specific data from the texts to provide evidentiary support for the argument;
- (d) competence of writing skills.

A) At the beginning of this semester we started with two key questions of definition – What is literacy? and What does it mean when we talk about/profess literacy? Now, imagine that you've been contacted by the editor of a professional academic magazine like the [Council Chronicle \(Links to an external site.\)](#), [Inside Higher Education \(Links to an external site.\)](#), or the [Chronicle of Higher Education \(Links to an external site.\)](#) who invites you to write an article to explain the significance of these two questions in terms of how they inform Theories of Literacy as an area of study. As a synthesis and reflection of the content and theoretical perspectives we have encountered and analyzed in this course, how would you approach and draft such an article?

(note: full access to articles in these publications are available via ASU library)

B) Throughout this course we have studied Theories of Literacy through multiple modes of inquiry – text book articles, read-aloud mini-lectures, videos, PowerPoints, websites, Canvas, group discussions, quizzes, exams and thought problems, supermarket circulars, and so forth, even the very classroom itself and the institution and various communities we are situated in as we study. For this question consider the ways that we have engaged in and enacted various practices and theories of literacy in the study of Theories of Literacy and how these various practices and theories connect with the content you have read, written, and constructed in ENG 393