**DRAFT**

**ENGL 825: Second Language Literacy**

**July 8th –August 1st 2013**

**10:45am-1:15pm**

**Leonard Hall 202**

**Dr. Gloria Park Sutton 346**

**Graduate Program in Composition & TESOL**

**Office Hours: By Appointment Only** **Gloria.Park@iup.edu**

**Course Description**

This course is designed to help students develop a deep, research based understanding of second language literacy. In line with the overall orientation of our doctoral program, this course emphasizes second language writing but will also address literacy in its broadest sense. The course covers current empirical data relating to second language writing and focuses on developing applied linguistic, research knowledge. During the course, students will have the opportunity to conceptualize second language writing and develop a comprehensive literature review on a topic of second language writing.

**Course Objectives:**

Students completing this course will be able to:

1. To facilitate and explain the research, writing and presentation skills required of a doctoral level, applied linguistics student
2. To develop a research-based understanding of second language writing
3. To understand socio-cultural, literacy theory
4. To provide experience in conducting research on second language literacy.
5. To develop the ability to conduct a professional bibliographic inquiry

**Required Readings:**

* **Selected Peer-Reviewed Journal Articles**. ~~ Some of the articles below will be used during "lecture" and "group discussion" segment of the session. I will be selecting chapters for daily readings to focus on during the sessions. (see the session outline for a list of articles, and PDFs available)
* **Albright, J., & Luke, A. (2008). Pierre Bourdieu and literacy education. New York: Taylor & Francis.**  ~~ This text will be used to facilitate presentation (in groups of four) and classroom pedagogical activities and discussions.
* GROUP 1~~Part I: Objectifying the Field

**Chapters 1-5**

Chapter 1: Introduction: renewing the cultural politics of literacy education

Chapter 2: problematic and generative possibilities

Chapter 4: Bourdieu and “literacy education”

Chapter 5: Pedagogy as gift

* GROUP 2~~Part II: Producing the Field

**Chapters 6-9**

Chapter 6: The field of Arabic instruction in the Zionist state

Chapter 7: Wireless technology and the prospect of alternative education reform

Chapter 8: Toward a pedagogy of the popular: Bourdieu, hip-hop, and out-of-school literacies

Chapter 9: Critical race perspectives, Bourdieu, and language education

* GROUP 3~~Part III: Habitus and Other

**Chapters 10-15**

 Chapter 10: Tracing habitus in texts: narratives of loss, displacement, and migration in homes

 Chapter 11: The capital of “attentive silence” and its impact on English language and literacy education

 Chapter 13: Social hierarchies and identity politics

 Chapter 14: A “head start and a credit”: Analyzing cultural capital in the basic writing/ESOL classroom

 Chapter 15: Implications of practice, activity, and semiotic theory for cognitive constructs of writing

* GROUP 4~~Part IV: Remaking the Field-Dr. Park (?)

**Chapters 16-17**

Chapter 16: learning from our failures

Chapter 17: Using Bourdieu to make policy: Mobilizing community capital and literacy

**Evaluation Methods**

***Guidelines for Class Participation (30 %)***

Active class participation and regular attendance are crucial to this class. Participation includes:

1. For each reading, please bring in one question (on a note card, name and date the card) that focuses on “extending the conversations;” The question should go beyond the comprehension/content of the reading to raise further questions, critiques, comments;
2. The first ten minutes of the class time will be devoted to individual writing (course blog) via [www.doctorglo.wordpress.com](http://www.doctorglo.wordpress.com)

b) actively engaging as a peer-teacher scholar and colleague during class discussions and during class activities; and

c) sharing information and new insights with our fellow classmates.

**Guidelines for SIG Discussion Facilitation and Pedagogical Task Development *-(30 %)***

Using selected chapters from **Albright, J., & Luke, A. (2008). Pierre Bourdieu and literacy education. New York: Taylor & Francis,** a group of 4 students will present content and facilitate classroom pedagogical activities and discussions.

Your group has the entire class (with short 5 minute breaks, lecture component, group/whole class discussion, activities, etc.) as follows:

1. Please let the class know in advance which chapters to focus on for pre-reading (already completed)
2. Present the main ideas/concepts/arguments from the sections. Be specific, give examples, and illustrate pedagogical implications (provide a handout for the class) (15 points)
3. Design activities/discussion questions/tasks, etc. using visuals and other appropriate learning style materials or tools to engage the class in participating in your focal chapters as well as connecting the contents of your chapter to the issues in second language literacy. (15 points)

***Synthesizing Research on Second Language Literacy/Writing – (40 %)***

In addition to selected readings from this course, find 10-12 more peer-reviewed articles to your bibliography to do a literature synthesis paper focusing on any element of second language literacy/writing scholarship (Guideline and Rubric will be provided and will be discussed in class).

**Grade Breakdown:**

*Guidelines for Class Participation (30 %)*

 *SIG Presentation/Discussion Facilitation & Pedagogical Task Development (30 %)*

 *Synthesizing Research on Second Language Literacy/Writing (40 %)*

**Session Outline**

*10:45-12noon lecture/discussions around the readings, 12:15-1:15 In groups to discuss the questions on the note card and/or activity*

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|  | ***Topics, Readings & Activities*** | ***Assignments Due*** |
| July 8 | Introduction to the Course, assignments, readings, etc.  | For each reading, please bring in one question (on a note card, name and date the card) that focuses on “extending the conversations;” The question should go beyond the content of the reading to raise further questions, critiques, comments (for all the sessions that have readings, etc.) |
| July 9 | **Hyland, K. (2007).** Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing, 16,* 148-164.**Johns, A. (2011).** The future of genre in L2 writing: Fundamental, but contested, instructional decisions. *Journal of Second Language Writing, 20,* 56-68. |  |
| July 10 | **Yi, Y. (2010).**Adolescent multilingual writers’ transitions across in- and out-of-school writing contexts. *Journal of* *Second Language Writing, 19*, 17-32.**Tardy, C. (2005).** “it’s like a story”: Rhetorical knowledge development in advanced academic literacy. *Journal of English for Academic Purposes, 4*, 325-338. |  |
| July 11 | Uzuner, S. (2008). Multilingual scholars’ participation in core/global academic communities: A literature review. *Journal of English for Academic Purposes, 7,* 250-263. | Library Session |
| July 15 | Silva, T. (2011). On the ethical treatment of ESL writers. In P. Matsuda, M. Cox, J. Jordan, & C. Orteier-Hooper, C. (eds). *Second language writing in composition classroom: A critical sourcebook.* (pp. 160-164). New York: Bedford/St.Martins (also taken from 1997 TESOL Quarterly, 31(2), 359-363.) |  |
| July 16 | Ramanathan, V., & Atkinson, D. (2011). Individualism, academic writing, and ESL writers. In P. Matsuda, M. Cox, J. Jordan, & C. Orteier-Hooper, C. (eds). *Second language writing in composition classroom: A critical sourcebook.* (pp. 165-191). New York: Bedford/St.Martins. [Taken from Journal of Second Language Writing, 8(1), 45-75]Canagarajah, S. (2011). Understanding critical writing. In P. Matsuda, M. Cox, J. Jordan, & C. Orteier-Hooper, C. (eds). *Second language writing in composition classroom: A critical sourcebook.* (pp. 216-230). New York: Bedford/St.Martins |  |
| July 17 | **Behrman, E. (2006).** Teaching about language, power, and text: A review of classroom practices that support critical literacy*. Journal of Adult & Adolescent Literacy, 49*(6), 490-498.**Lee, C. J. (2011).** Myths about critical literacy: What teachers need to unlearn. *Journal of Language and Literacy Education* [Online], 7 (1), 95-102. |  |
| July 18 |  **Special Interest Group Discussion Facilitation and Pedagogical Task Development One*** GROUP 1~~Part I: Objectifying the Field

**Chapters 1-5**Chapter 1: *Introduction: renewing the cultural politics of literacy education*Chapter 2: *problematic and generative possibilities*Chapter 4: *Bourdieu and “literacy education”*Chapter 5: *Pedagogy as gift* | **Special Interest Group Discussion Facilitation and Pedagogical Task Development One****a.****b.****c.****d.** |
| July 22 | **Special Interest Group Discussion Facilitation and Pedagogical Task Development Two*** GROUP 2~~Part II: Producing the Field

**Chapters 6-9**Chapter 6: *The field of Arabic instruction in the Zionist state*Chapter 7: *Wireless technology and the prospect of alternative education reform*Chapter 8: *Toward a pedagogy of the popular: Bourdieu, hip-hop, and out-of-school literacies*Chapter 9: *Critical race perspectives, Bourdieu, and language education* | **Special Interest Group Discussion Facilitation and Pedagogical Task Development Two**a.b.c.d. |
| July 23 | Individual Conferencing on Final Synthesis Paper |  |
| July 24 | Morgan, B., & Ramanathan, V. (2005). Critical literacies and language education: Global and local perspectives. *Annual Review of Applied Linguistics 25*, 151-169.Wheeler, G. (2009). Plagiarism in the Japanese universities: Truly a cultural matter? *Journal of Second Language Writing, 18, 17-29.* |  |
| July 25 | **Special Interest Group Discussion Facilitation and Pedagogical Task Development Three*** GROUP 3~~Part III: Habitus and Other

**Chapters 10-15** Chapter 10: Tracing habitus in texts: narratives of loss, displacement, and migration in homes Chapter 11: *The capital of “attentive silence” and its impact on English language and literacy education* Chapter 13: *Social hierarchies and identity politics* Chapter 14: *A “head start and a credit”: Analyzing cultural capital in the basic writing/ESOL classroom* Chapter 15: *Implications of practice, activity, and semiotic theory for cognitive constructs of writing*  | **Special Interest Group Discussion Facilitation and Pedagogical Task Development Three**a.b.c. d. |
| July 29 | Oral report on where you are with your Research Synthesis Paper |  |
| July 30 | 2 readings focused on world Englishes scholarship |  |
| July 31 | **Ferris, D. (2007).** Preparing teachers to respond to student writing. *Journal of Second Language Writing, 16,* 165-193.**Weigle, S. (2007).**Teaching writing teachers about assessment. *Journal of Second Language Writing, 16, 194-209.* |  |
| Aug 1 | Final Research Synthesis Paper Presentation |  |

**UNIVERSITY AND COURSE POLICIES**

All assignments must be typed and follow APA format.

**Do not submit work for a grade using only the information on this syllabus.** The assignment descriptions provided above are for general orientation only. Do not use them as instructions for the assignment. You will be given detailed instructions for each assignment in class.

**Grading Policies**

I believe that late work turned in without a valid excuse should be graded accordingly in order to be fair to those students who do turn in their work on time. For each day your assignment is late, I reserve the right to deduct 5% of the maximum number of points for the assignment from the grade I would otherwise give your work. That said, I realize that sometimes special circumstances might impact your work and so I encourage you to contact me in advance if any difficulty arises.

At the end of the semester, your total points will be added up and you will receive a letter grade based on the following grading scale: 100-90 = A; 80-89 = B; 70-79 = C; 69 and below = F

(Any work below a C is unacceptable at the graduate level).

**Incompletes.** ARE NOT routinely given: They are reserved ONLY for extreme emergencies, accidents, catastrophic illness, etc. They are not given because "things got too busy at the end of the semester." Should an emergency arise, plans must be worked out with the instructor prior to the end of the semester.

If for any reason you cannot continue the course after the ADD/DROP deadline, you MUST withdraw before the deadline established by the university or you will receive an “F” for the course.

**Academic Integrity.** It is important that every student understands and respects the rules governing academic honesty. I will operate under the assumption that every class member is thoroughly familiar with and agrees to abide by IUP’s Academic Integrity Guidelines <http://www.iup.edu/page.aspx?id=89615>

**Disabilities.** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from IUP’s Disability Support Services. (412-357-4067). The student must present and discuss these recommendations with each professor within a reasonable period, preferably by the end of the Drop/Add period.

\*\*\* This is a regular 3-credit graduate course that requires a considerable amount of work, time, and effort from your part. You are expected to spend about 10-12 hours (this is a rough estimate) PER week for this course, including reading.