

English 590: Literacy, Learning and Fieldwork
Instructor: Adrian Wurr * Spring 2004* UNC Greensboro
W 3:30-6:20pm McIver 139a

Contacting Me:

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Required texts:

Cushman, E., Kingsten, E. R., Kroll, B. M., & Rose, M. (Eds.) (2001). *Literacy: A Critical Sourcebook*. NY: Bedford/St. Martin

Stuckey, J. E. (1991). *The violence of literacy*. Portsmouth, NH: Boyton/Cook.

Selected readings on reserve at the Jackson library & one of the recommended texts below

Recommended texts:

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge: Cambridge UP.

Kozol, J. (1992). *Savage inequalities*. NY: Perennial.

Rogers, R. (2003). *A critical discourse analysis of family literacy practices: Power in and out of print*. Mahwah, NJ: Lawrence Erlbaum Associates.

Rose, M. (1990). *Lives on the boundary: a moving account of the struggles and achievements of America's educationally unprepared*. NY: Penguin.

Course Description:

This course considers theoretical and practical issues involved in literacy and learning. The course readings and class discussions will explore traditional and alternative notions of literac(y)ies); assignments offer students an opportunity to learn more about literacy practices in the community. Students will undertake a semester-long service-learning project in which they volunteer at a local non-profit organization to better understand theoretical and practical issues involved in literacy research and instruction.

UNCG defines service-learning as a way to link “community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, foster initiative, build effective relationships, enhance academic skills, and develop civic literacy. Service-learning encourages critical consideration of the ethical dimensions of community engagement.”

Course Goals:

- To de/construct definitions of literacy used in professional and popular texts*;
- To encourage reflective understandings of a wider range of learning styles, alternative educational contexts, life and career goals through service-learning activities; (i.e.; To expand notions of literacy to encompass the concept of multiple literacies)*;
- To introduce/strengthen understanding of linguistic and social semiotic systems;
- To promote knowledge of and proficiency in intercultural pragmatics, code switching, and multiple discourses*;
- To conduct primary and secondary research of a literary site, system, or event*;

*Related to the “Habits of Mind and Character” section of the Student Learning Goals of the UNCG Undergraduate Bulletin (p. 50).

Graded Assignments:

- Journal (Post 10 entries 300+ words in length reflecting on course & community) – 20%
- Book Review (Group presentation & written review of the recommended books listed above, or another approved text of your choice)– 25%
- Multimedia Presentation of term paper (multiple literacies encouraged)– 15%
- Term Paper (critical ethnography of a situation or literate practice) – 40%

Overview of Assignments:

Service-Learning Journal (20%): You will post and respond to a weekly journal entry on Blackboard in which you reflect upon class discussions, readings, and your experiences in the community. The discussion board entries will provide raw materials for other class assignments while also chronicling your work in the class and community. I may suggest topics for some journals, but in general you will have control over the content of the posts. I encourage you to explore connections between literacy theory and practice, between the course readings and your service-learning work. Please also post a brief response (100+ words) to one of your classmate's journal by midnight Friday.

Book Review (25%): In small groups, you will read one of the recommended texts and prepare a 30-45 minute presentation for the class. You have control over the format of the presentation time: it might include a panel discussion, a skit, an activity involving the audience, props, etc. Since others will not have read the book, you will want to include both summary and analysis in your presentation. A collaboratively written review (about 1000 words in length) should be posted on Blackboard prior to your presentation.

Presentation (15%): 20-minute oral presentation of the term paper. As with book review presentations, you are encouraged to employ multiple literacies in the presentation of your work. You may arrange the class in any way you like, make use of available audio-visual equipment, and invite community partners to participate or observe the presentation.

Term Paper (40%): You will write a critical ethnography of your service-learning site, describing and analyzing the ways and degrees to which it serves as a “community literacy” site. Your paper should be at least ten pages in length, include primary and secondary research, and document sources of information appropriately within and at the end of the text. We will talk about this and other assignments, generate topics, and use various invention strategies to plan your texts and incorporate your research. The final drafts of these texts will be formatted appropriately and typed or word-processed.

Course Grading Standards:

A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 0 – 59%

Topical Outline

LCS = *Literacy: A Critical Sourcebook*; R = reserve reading; VL = *Violence of literacy*

Date	TOPIC & ACTIVITIES	READINGS	Journal
1/14	Introductions; overview of course & assignments; On literacy & service	SL video	
1/21	More on literacy & service; <i>Borne of Necessity</i> exhibit on poverty opens at Weatherspoon 1/18.	LCS 30 & R2	1
1/28	Historical Perspectives “Literacy Efforts in the Triad” roundtable 1/29 in EUC Cone Ballroom 2-4pm.	LCS 12, 15, 16	2
2/4	Literacy & Pedagogy Part 1	R3-4	3
2/11	Theoretical Perspectives	LCS 1, 7, 9	4
2/18	Critical literacy	VL	5
2/25	Literacy & Pedagogy Part 2	R5	
3/3	Critical ethnography	LCS 33, R6	6
3/17	Applied research methods	LCS 24 & R7	7
3/24	Class canceled (see you at 4Cs)		8
3/31	Book reports	Selected books	
4/7	Academic Literacy -- Detailed outline of TP due	LCS 26 & 29	9
4/14	Writing Workshop		
4/21	Presentations	Student texts	
4/28	Reflections & re-vision of community & literacy; TP due; TCE		10

Reserve readings:

1. Gee, J. P. (1996). New Literacy Studies: Sociocultural approaches to language and literacy. *Social linguistics and literacies* (pp. 46-65).
2. McKay, S. (1993). The plurality of literacies. In *Agendas for second language literacy* (pp. 1-22)
3. Herrell, A. & Jordan, M. (2004). Multiple intelligences strategies: Teaching and testing to student-preferred learning modes. In A. Herrell & M. Jordan. *Fifty strategies for teaching English language learners*, 2nd ed., (pp. 271-285). Columbus, OH: Pearson.
4. Gillis, C. (1992). Getting acquainted: Discovering realities. In C. Gillis. *The community as classroom: Integrating school and community through language arts*. (pp.58-82).
5. Wurr, A. J. (2002). Language experience approach revisited: The use of personal narratives in adult L2 literacy instruction. *The Reading Matrix* 2, (1).
6. Herzberg, B. (1994). Community service and critical teaching. *College composition and communication*, 45, 307-319. Rpt. In L. Adler-Kassner, R. Crooks, and A. Watters (Eds.), *Writing the community: concepts and models for service-learning in composition* (pp. 57-70). Washington, D.C.: American Association for Higher Education.
7. Saville-Troike, M. (2003). The analysis of communicative events. In M. Saville-Troike. *The ethnography of communication: An introduction*, 3rd ed. (pp. 88-143). Malden, MA: Blackwell.
8. Chiseri-Strater, E. *Fieldworking* chapters 1, 3-5.

Some Possible Service-Learning Partners & Projects

Issues	Projects	Partners
Academic literacy	Adult literacy	1
	At-risk student mentoring	2
	Children's literacy	3
	Intergenerational literacy	4
Visual literacy	Museum docents; Film/Media studies; website design; Photography; murals	5
Performance & Spatial literacy	Documentary drama, social relevance performance, reader's theater; Homelessness	6
Spiritual Literacy	Role of Rituals in Communities; religious tolerance	7
Personal & Civic Literacy	Medical literacy	8
	Oral histories, Community Profiles, & Funds of Knowledge	9
Critical Literacy & Intercultural Pragmatics	Ideological analysis; social advocacy for marginalized groups (e.g. elder, immigrants, deaf, rural)	10

1. Reading Connections; Grace Community Church; GTCC
2. Greensboro Education & Development Council; Murphy Traditional Academy
3. SCALES; Mother/Father Reads; Centro Accion Latina
4. Grandparents raising Grandchildren; Guilford County Schools
5. Weatherspoon gallery; UNCG Depts.; general community organizations
6. UNCG Theater Dept., Habitat for Humanity
7. Campus Ministry ; Grace Community Church
8. HealthServe; Center for New North Carolinians; TESOL AIDS Initiative
9. Neighborhood Associations, Glenwood Library, Truth & Reconciliation Council
10. Center for New North Carolinians; Family Services of Piedmont; Campus Ministries; local Korean churches