

Course Change Request JUN 22 2009 Indiana University Fort Wayne Campus

Check Appropriate Boxes: Undergraduate credit [] Graduate credit [x] Professional credit [] 96

- 1. School/Division Arts & Sciences
2. Academic Subject Code ENG 3. Current Course Number B502 4. Current Credit Hours 3
5. Current Title Introduction to Literacy Studies and the Teaching of College English
6. Effective Semester/Year for changes listed below: Fall 2009 7. Instructor: Webb-Sunderhaus, Sara

Type of Change Requested (Check appropriate boxes and indicate changes)

- 8. Change course number to: (must be cleared with University Enrollment Services)
9. Current course title: Introduction to Literacy Studies and the Teaching of College English
Change to: Introduction to Literacy Studies
Recommended abbreviation (optional)
10. Current credit hours Fixed at: or variable from: to
Change to credit hours fixed at: or variable from: to
11. Current lecture contact hours fixed at: or variable from: to
Change to lecture contact hours fixed at: or variable from: to
12. Current non-lecture contact hours fixed at: or variable from: to
Change to non4ecture contact hours fixed at: or variable from: to
13. Is this course currently graded with S-F (only) grades? Yes No
Change to S-F (only) grading? Yes No
14. Does this course presently have variable title approval? Yes No
Is variable title approval being requested? Yes No
15. Is this course being discontinued? For all campuses or for this campus only
16. Current course description Historical and cognitive effects of writing, reading, and language use and the implication of these effects for the teaching and study of literature and writing.

Change course description to (not to exceed 50 words) Provides an overview of literacy studies while also focusing on the literacy practices and beliefs of particular groups. The course moves beyond reductive discussions of literacy by introducing students to a range of literacy studies scholarship that challenges popular conceptualizations of literacy.

- 17. Justification for change bring description closer to current methods/theories of literacy studies in U.S. (Use additional paper if necessary)
18. Are the necessary reading materials currently available in the appropriate library?
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 3/24/09
Department Chairman/Division Director
Date
Dean of Graduate School (when required)

Approved by: [Signature] Date 5 MAY 2009
Dean
Date 6/12/09
Chancellor/Vice-President

University Enrollment Services

After School/ Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
UPS 725 University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink; University Enrollment Services Advance-White



English C682
Introduction to Literacy Studies: Literacy on the Margins
TR 1:30-2:45, CM 148

Professor: Sara Webb-Sunderhaus, PhD
Office: CM 117
Mailbox: CM 145 (English Department Office)
Phone: 481-0153
E-mail: webbs@ipfw.edu (the best way to reach me)
Office Hours: Monday, 9:15 a.m.-12 p.m., and by appointment

Course Description:

This course will provide an overview of literacy studies while also focusing on the literacy practices and beliefs of marginalized populations. Literacy has, for at least the past 30 years, been one of the leading “buzzwords” in the popular press’s discussions of education. Nationally there has been a good deal of metaphorical hand-wringing over alleged low literacy levels among the general populace and certain minority populations in particular, and articles that ask “why Johnny can’t read” have appeared many times over. The way the term literacy is often used in these conversations is not the way most literacy scholars use the term, however. These “popular” conceptualizations of literacy typically define literacy as the ability to decode or encode written text—i.e., the ability to read and write. In these conversations, literacy is an either/or possession: either one “has it” or one doesn’t.

This course will move us beyond such reductive discussions of literacy by introducing us to a range of literacy studies scholarship that challenges these popular notions. We’ll also explore the literacy practices of marginalized groups, such as African-Americans, Appalachians, Latino, and Native Americans—groups whose literacy is often deemed to be “lacking” in popular conversations—as well as literacy practices which are themselves marginalized. Our readings will provide us with an excellent overview of literacy scholarship while also directing critical attention to marginalized literacies.

Texts:

- Brandt, Deborah. *Literacy in American Lives*.
- Cushman, et al. *Literacy: A Critical Sourcebook*.
- Gee, James. *What Video Games Have to Teach Us about Learning and Literacy* (Revised and Updated Edition).
- Heath, Shirley Brice. *Ways with Words*.

Assignments/Grades: All assignments must be typed, using 12 point, Times New Roman font and MLA format.

Personal Literacy Narrative: 20%	Discussion Leading: 10%
Research Project : 40%	Reader Response Journals: 20%
Book Presentation: 10%	

Personal Literacy Narrative: This assignment is a 8-10 page essay in which you discuss your path to literacy or discuss a significant moment in your literacy history. If you love to read and/or write, how did that love develop? What is so important to you about reading and/or writing? About being able to communicate in a particular

language? Some scholars do not agree on the definition of literacy; therefore, you will need to provide your definition of literacy for your readers.

Research Project: This assignment is a 15-20 page project that focuses on the literacy practices and beliefs of a specific population/group. I expect you to engage in original, active literacy research, which could take many forms: an ethnography of the literacy practices of a church group, a case study of family members' literacy beliefs, a survey of the literacy practices and beliefs of a residence hall, or a study of the portrayals and representations of a population's literacy practices in popular culture. There are *numerous* options that can be explored for this project, and I would be happy to conference and brainstorm with you about possible topics. You will also be required to conference with me about your project during the week of Thanksgiving (Nov. 24). Follow your own interests and use your creativity to devise a project that is meaningful to you.

Reader Response Journals: You will be required to write a one-two page response to each day's readings; we will also be doing some in-class writing. These assignments serve as a place to practice writing, a place where you needn't worry about form and you can work with ideas and consider new concepts. While these assignments are informal, I expect you to do your best work; in other words, don't dash off something 15 minutes before class starts or neglect to proofread. I will **not** accept any handwritten journals, unless we are doing some designated in-class writing.

Leading of Discussion: During one class this semester, you and a partner will be required to lead the discussion of the reading. This requires more than simply doing the assigned reading for that day; you will need to decide which issues from the reading are important for the class to consider and to design an activity that will help us address these points in the discussion you lead (you **MUST** have an activity aside from large group discussion). I **strongly** encourage you to integrate technology into your activities. You and your partner must take an equally active role during class (in other words, one person can't do the preparation while the other does the in-class work—you must be equally involved in the speaking component). You should let me know by the end of next class which day you'd like to lead discussion; any day for which reading is required is open.

Participation: The nature of this course is very different from that of a large, lecture-based course. This is a small class that will heavily rely on small and large group discussion to facilitate learning. Your active participation is crucial for both your individual success in the course as well as the success of the course as a whole. Simply showing up for class isn't participating and will not yield a passing participation grade.

Book Presentation: You must read a book-length work of literacy studies scholarship and present this text to the class. This presentation should include a glossing of the text's key arguments, a discussion of the importance of the selected book to the field of literacy studies, pertinent contextual information, and a substantial handout to be distributed to all members of the class. I must approve the text that is selected for this assignment; see the handout for some suggested titles, though you are welcome to seek approval of other texts.

Plagiarism:

IPFW's academic regulations state, "Academic honesty is expected of all students. You are responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating."

Plagiarism is a violation of academic honesty and goes against the rules of this university and my own personal ethics. To put it bluntly, **DON'T DO IT!** Plagiarism is the representation of another's words or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the unacknowledged use of another person's ideas. If I learn you have plagiarized, you will be punished with sanctions up to and including failure of the course. **Know that multiple students have failed my courses due to plagiarism.** The offense will also be reported to the Chair of

the English department and your department, the Dean of Arts and Sciences and the Dean of your school or program, and the Vice Chancellor of Student Affairs.

Services for Students with Disabilities:

If you need an accommodation based on the impact of a disability, please arrange a conference with me as soon as possible. During our conference, we will discuss the course in an attempt to anticipate your needs and explore potential accommodations. I rely on Services of Students with Disabilities (SSD) for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted SSD, I encourage you to do so. SSD is located in Walb Student Union Room 113, and the phone number is 481-6657.

The Writing Center:

The IPFW Writing Center, located in KT G19, is open Monday-Friday, as well as some Sundays. It offers all writers free one-on-one help in writing papers for any class. Students may come at *any* stage of the writing process. Appointments are required; you should bring your syllabus and assignment with you. The Writing Center also offers online consulting, free handouts, and workshops on a variety of topics. To sign up for a consultation, please visit <http://www.ipfw.edu/casa/writing/>. If you have questions about the Writing Center's services or want to see if there are openings for same day appointments, call 481-5740.

Conferences:

You are required to conference with me three times this semester: during the first week of class, during the week of Thanksgiving, and at a time of your own choosing. I encourage you to conference with me throughout the semester, however, and to come to me with concerns about assignments, as well as more general concerns about the course. I especially encourage you to conference with me about your final project. I will be more than happy to brainstorm, review drafts with you, and to offer response and suggestions. If you cannot meet with me during my regular office hours, I am willing to schedule another time that is convenient for both of us, and I'll also conference via e-mail or IM. Don't be afraid to ask—I am here to help!

General Course Policies:

1. Late work is not accepted.
2. Please turn off cell phones upon entering class.
3. More than two absences may result in your grade being lowered a full letter each time you miss class. Repeated tardiness may also result in a grade penalty.
4. Treat your peers and professor the way you would like to be treated. We'll do the same in return.

DAILY SCHEDULE

Assignments and due dates are subject to change

WEEK ONE

Aug. 26 Introductions; review syllabus

Aug. 28 Ong, pp. 17-31; Goody, pp. 32-51, and Baron, pp. 70-84.

WEEK TWO

Sept. 2 Scribner and Cole, pp. 123-137, and Hayes, pp. 172-198.

Sept. 4 Graff, pp. 209-233; McHenry and Heath, pp. 261-274; and Gere, pp. 275-289.

WEEK THREE

Sept. 9 Szwed, pp. 419-429, and Street, pp. 430-442.

Sept. 11 Gee, pp. 525-544 and Delpit, pp. 545-554.

WEEK FOUR

Sept. 16 *Literacy in American Lives*: Introduction and Chapter One.

Sept. 18 Continue discussion.

WEEK FIVE

Sept. 23 *Literacy in American Lives*: Chapters Two and Three.

Sept. 25 Continue discussion; **peer review of literacy narratives**.

WEEK SIX

Sept. 30 *Literacy in American Lives*: Chapters Four and Five.

Oct. 2 **Literacy narratives due**; continue discussion of reading.

WEEK SEVEN

Oct. 7 *Literacy in American Lives*: Chapter Six and Conclusion.

Oct. 9 Continue discussion.

WEEK EIGHT

Oct. 14 **NO CLASS—FALL BREAK.**

Oct. 16 *Ways with Words*.

WEEK NINE

Oct. 21 Adams, pp. 307-315, and Goodman, pp. 316-324.

Oct. 23 Haas, pp. 358-375, and Bartholomae, pp. 509-524.

WEEK TEN

Oct. 28 Lytle, pp. 376-401, and Purcell-Gates, pp. 402-417.

Oct. 30 Farr, pp. 467-487, and McCarty and Watahomigie, pp. 488-507.

WEEK ELEVEN

Nov. 4 Arnove and Graff, pp. 589-615, and Freire, pp. 616-628.

Nov. 6 Ramdas, pp. 629-643, and Kirsh et al, pp. 644-659.

WEEK TWELVE

Nov. 11 *What Video Games Have to Teach Us about Learning and Literacy*: Chapters One-Three.

Nov. 13 Continue discussion.

WEEK THIRTEEN

Nov. 18 *What Video Games Have to Teach Us about Learning and Literacy*: Chapters Four-Six.

Nov. 20 Continue discussion.

WEEK FOURTEEN

Nov. 25 **NO CLASS—RESEARCH PAPER CONFERENCES**

Nov. 27 **NO CLASS—HAPPY THANKSGIVING!**

WEEK FIFTEEN

Dec. 2 *What Video Games Have to Teach Us about Learning and Literacy*: Chapters Seven and Eight; Appendix.

Dec. 4 Continue discussion; **peer review of research projects.**

WEEK SIXTEEN

Dec. 9 Discussion of final projects.

Dec. 11 **Research projects due**; course wrap-up and evaluations.

HAVE A GREAT WINTER BREAK!!!