

**ENG 2367.01H**  
**AUT 2014 DE209**  
**T,Th 9:35-10:55 am**  
**Office hours: T,Th**  
**2:00-3:00 pm &**  
**by appointment**

**Prof. Harvey J. Graff**  
**546 Denney Hall**  
**graff.40@osu.edu**  
**292-5838**  
**Technology consultant:**

**English 2367.01H**  
**Language, Identity and Culture in the U.S. Experience**

**American Experiences with Literacies**

*~A course in reading and writing about reading and writing,  
conceived broadly to include oral, visual, and collective  
thinking, understanding, and expression—in other words, literacies~*

***Introduction to ENG 2367***

In this three credit hour-hour, second-level writing course for which English 1110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in English 1110. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses. It is also a reading course.

***English 2367***

- Focuses on expository writing. Students write papers that employ/develop their skills in analysis, argumentation and the use of evidence.
- Provides extensive experience in writing but also experience in critical reading, analysis, and research; listening; and speaking.
- Stresses the writing process and revision. For most if not all papers, students have the opportunity to revise after receiving instructor comments.
- Deals with aspects of the diverse U.S. experience. English 2367 fulfills the University's "diversity" requirement, meaning that the course furnishes students with a view of the multi-faceted cultures that comprise the "American experience" (or "American experiences"), including issues of race, culture, ethnicity, disability, economic class, social class, gender, sexual orientation, religion, and politics. Students learn to analyze their own perspectives (as well as the perspectives of others) and articulate them in well-reasoned, expository prose.

## **Goals and Objectives for the General Education Curriculum Writing and Related Skills**

As a second-level writing course at OSU, English 2367 fulfills the following GEC categories:

**Writing and Related Skills** coursework develops students' skills in written communication and expression, reading, critical thinking, and oral expression, specifically:

1. Applying basic skills in expository writing
2. Demonstrating critical thinking through written and oral expression
3. Retrieving and using written information analytically and effectively

**Second Writing Course** expected learning outcomes seek to engage students through critical analysis, discussion, and writing to

1. Extend their ability to read carefully and express ideas effectively
2. Further develop basic skills in expository writing and oral expression
3. Develop skills in effective communication and in accessing and using information analytically

**Courses focusing on Social Diversity in the United States** foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States. Namely, students will demonstrate the ability to

1. Describe the roles of such categories as race, gender, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States
2. Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others

To these goals and objectives, we add visual thinking, understanding, and expression—visual literacy—and collective/cooperative thinking, understanding, expression, and action

The course is also informed by several guiding pedagogical principles:

- Reading and writing are related activities
- Readers bring a wealth of previously acquired knowledge to bear on a given text
- Every issue can be understood from a range of perspectives and through a variety of methods
- Every writer has something to contribute to this range of responses

To recognize these points of connection and to reflect on them enables you to better understand your own cognitive processes and compositional strategies. We'll work to develop these and other reading and writing skills.

**You should come to class every day prepared to engage in a lively discussion of the assigned reading and your own and others' writing.**

***There will be opportunities to participate in the LiteracyStudies@OSU campus-wide interdisciplinary initiative***

***Introduction to American Experiences With Literacies***

In addition to being a “writing course,” this is also a course in “reading and writing about reading and writing.” The course explores reading and writing, viewed both traditionally and contemporarily, and in relation to each other. The course provides practice and criticism, and considers reading and writing across media. Not only is this valuable for majors in English, this is also very useful for pre-education students and majors across the humanities, social sciences, and natural sciences, for whom a good grounding in the foundations of literacy studies will promote a better sense of the basics of their own and other disciplines, a critical understanding of a very important subject that is too often misunderstood, and clarification of public policy questions.

Literacy, it has long been said, underlies and is part and parcel of modern society and civilization. Although that simple generalization has long influenced thinking, policy-making, and school building, it no longer has that power. Reading and writing, along with other literacies, are most often seen as cultural practices whose forms, functions, and influences take their shape and play their influence as part of larger contexts: social, cultural, political, economic, historical, material and ideological. The complexities of literacy as used by people in their daily lives take on greater importance as approaches, theories, and research focus more closely on the uses, abuses, and meanings of distinct literacies. Contemporary research and writing about literacy as a result is more often interdisciplinary across the humanities, social sciences, and biological sciences with English, linguistics, history, anthropology, psychology, sociology, and cognitive studies among the most active points of exchange and debate. So, too, are the relationships between literacy and both individual and collective actions, in school, work, recreational, and other settings.

The course introduces students to many of the major authors and critical writings in the field. Among our major topics are some of the “great debates” over literacy (orality v. literacy, writing v. print, illiteracy v. literacy/development/civilization/culture/progress); theories and expectations relating to literacy; individual and social foundations of literacy; literacy as reading and/or writing; literacy and cognition; literacy, schools, and families; multiple literacies, ethnographies of literacy, literacy and social action, uses and meanings of literacy.

***The course also has these goals:***

- learning to analyze and critically evaluate ideas, arguments, and interpretations, and practicing analysis and critical evaluation
- developing and practicing skills in written and oral expression
- developing new understandings of literacy’s many and complicated roles and connections in the development of modern societies, cultures, polities, and economies
- comparing and evaluating different approaches, theories, and sources that relate to the study and understanding of literacy in its many contexts
- reflecting on one’s own literacy, its sources, development, and uses

### ***Books available in bookstores***

Harvey J. Graff, *The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth-Century City*. Transaction, 1991 (1979) (0887388841)  
Frederick Douglass, *Narrative of the Life of Frederick Douglass*. Signet Classics, 2005 [1845] (0451529944)  
Sapphire, *PUSH*. Vintage, 1997 (1996) (0679766758)  
Optional, if needed: Gerald Graff and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. 2<sup>nd</sup> ed. New York: Norton, 2011.

There are also a number of articles on Carmen (\* on the syllabus)

Together the books and articles constitute a substantial archive for our research.

In addition to readings indicated above, films may include  
“The Wild Child”  
“Children and Schools in Nineteenth-Century Canada”  
“My Brilliant Career”  
“High School”

### ***Assignments***

1. *Regular reading, attendance, and participation in discussions*. Attendance and participation are expected and taken into account in evaluation: Coming to class regularly, on time, and prepared. Frequent unexcused absences will result in lowered grades and possibly in failure (3 or more absences). When possible, notify the instructor about absences. Your work must be completed and submitted at class time on the announced due dates. Late submission of major assignments will result in deductions from your grade.

2. *Writing weekly questions for possible discussion* by learning groups or the entire class. Questions should be based on that week’s reading or film, and can include connections to earlier weeks. Each paper (no more than 1 page) should begin with *one clear paragraph*, commenting on an aspect of the reading you find especially interesting or significant. Follow that paragraph with, say, *2-3 clear questions*. Writing the paragraph and the questions helps you to prepare for class sessions. They help you to find a focus and begin a conversation with the reading, and each other. That focus will help you to ask good questions about the reading and to make key connections. Each student will turn in questions for at least four of the first eight-ten weeks. I suggest that you spread them out over the semester. I will read them but not assign a letter grade to them. *They are due no later than the Thursday class session of each week*.

3. *Essay 1 Compare, contrast, evaluate, argue*. The readings in Weeks 1-4 take a variety of positions on the issues of the definition, power, impact, influence, and consequences of literacy. In an essay of **5 pages** (not counting notes or references), identify at least 2 or 3 arguments that you find in the readings. Compare and contrast them, presenting your critical responses to different positions. These may include parts of the “great debates” over “great divide” and “strong theories” of literacy, views based on dichotomies (for example, oral vs. written), and assumptions about the nature of change and assumptions about the nature of literacy itself.

Which seem to be the clearest and most persuasive? Which seem most important? Which seem especially contentious or uncertain? Why? What difference does it make? You may use the personal narrative of Frederick Douglass, readings for Weeks 1 and 2, or *The Literacy Myth* as objects for interpretation and to test different notions of literacy's uses and importance. There is no need to go beyond course readings.

For this assignment, you will submit a draft of your paper to me **no later than Sept. 25**. I will return it to you **by Oct. 2** with suggestions for revision. Your revised paper is due **no later than Oct. 14**. I urge you to begin to write as early as possible and to exchange a draft of your paper with another student (in your learning group if possible) before you give me a copy. Your "writing partner" will critique your draft with an eye toward constructive editing to improve your paper before I see it. You will do that for her or him. Only the revised draft will receive a letter grade.

Optional: if you choose, I will review a one-paragraph proposal for the paper, in advance of the due date for drafts.

4. *Essay 2 Exposition*. Define "literacy in context," selecting specifically from course readings, films, and discussions. Increasingly, researchers agree that we can only understand literacy with respect to the circumstances of its learning, practice, and use; in other words, in context(s). In an essay of **6-8 pages** (including notes or references), discuss the ways in which authors of course readings and films identify and develop specific contexts to view, study, and interpret literacy. How do researchers and writers assess and explain the importance, impact, influences, etc. of that context, with respect, say, to questions about theory, conceptualization, sources, research design, material reality, comparisons, and understanding? How does context influence authors' own research?

Possible contexts may include history, ideas, institutions (including schools), communications, human development, gender, race, family, economics, politics, among many others. Comparing Frederick Douglas' Narrative and Sapphire's Push and their challenges for understanding—in relationship to other readings—provides a special opportunity for such exploration. But there are many other opportunities among course materials.

Follow these steps in a writing process: 1) write a proposal of 1 paragraph to 1 page [this may include a brief outline] for 2) review by your writing partner or learning group; 3) draft your 8-10 page essay as early as possible, so 4) a writing partner can critique it; 5) submit the draft to me **no later than Nov. 18**; 6) I will return the paper with comments and suggestions for revision **no later than Nov. 25**; 7) the revised essay in final draft is due back to me **no later than Dec. 9**. Only the revised copy will receive a letter grade.

Optional: if you choose, I will review a one-paragraph proposal for the paper, in advance of the due date for drafts.

**Both papers should be based on course materials.** The books and articles are extensive. They constitute an archive for our research this semester. **Turn in a copy of your draft with my comments, along with the final version.**

*5. Group multimedia and collective research project and oral presentation:* the uses of literacy in everyday life and/or representations of literacy in popular culture and cultural criticism. Each project should include a visual or other media component incorporated into a multi-media presentation. I encourage you to to examine literature, film, popular and other cultural materials in preparation for a 15 minute presentation to the class in Week 14. You may also conduct interviews or a survey or record observations of literate practices at OSU and in Columbus.

In addition to the presentation, each group will submit an outline of the presentation, a bibliography of sources on which it is based, and an evaluation/critique of the project. You will also have an opportunity to evaluate the members of your group. In this work, groups may use some of the approaches, questions, methods found in the course readings, films, discussion. **Due at the time of presentation during Week 14.**

A session in the Thompson Library and one or more informal workshops will prepare you for this project. Further assistance, if needed, may come from the Digital Union, 3<sup>rd</sup> floor of the Science and Engineering Library, the Center for the Study and Teaching of Writing, and the Digital Media Center, 3<sup>rd</sup> floor of Denney Hall.

**No later than Oct. 16,** each group will submit a one page proposal to be discussed by the class (if time allows) and approved by the instructor.

**Presentations will take place during Week 14; written work is due at time of presentation.**

In all formal written assignments (analyses and final research project and any media-rich presentation of materials for the class presentation), you are expected to

- Employ appropriate conventions for structure, mechanics, grammar, and format
- Acknowledge the work of others, employing appropriate textual conventions for incorporating ideas from sources when appropriate
- Use a standard documentation format
- Use correct syntax, grammar, punctuation, and spelling
- Employ effectively quotation, paraphrase, and summary
- Write with a clear purpose and appropriate tone, style, and rhetorical end
- Address intended audience(s)

### **Grades**

1 & 2. 25%

3. 25%

4. 30%

5. 20%

### ***Group project: studying contemporary literacy***

Working with members of your group, select one of several possible approaches to or modes of research on literacy. Library research is expected but the suggested topics may also take you, in part, outside the library and provide an intellectual experience that is more “active” (for lack of another term). Consider these possibilities: 1) *an ethnographic study of peoples’ uses and practices of literacy*, aimed at testing, comparing, or clarifying some general ideas or hypotheses in the field of study; 2) *a study of the portrayals and representations of reading and writing, and readers and writers in literature, films, visual arts, popular and other cultures*; 3) *a more traditional library-based research project*.

The presentations may combine oral, written, and visual elements, and modes of exposition and expression. I encourage you to conduct research in nontraditional sources, especially visual expressions. I also encourage you to use visual and/or other nontraditional modes of expression in the final presentation to the class. You may meet with the Digital Union, Library, Center for the Study of Writing, and others at OSU for their advice and basic instruction.

Each group will define a topic and propose an approach to it. Course materials will assist with this—use them to help with approaches, conceptual matters, research design, theory, sources, comparisons, etc.. Brief research proposals will be circulated (with a copy to the instructor) by Nov. 1, with brief presentations to the class for comments and questions. During the final week, fuller presentations will be made, with written outlines and bibliographies due at time of presentations.

### ***Assigned reading***

A discussion course is pointless, and painful, unless the participants have read the assigned material with care. I expect you to read the material assigned for each week's discussion. Copies of some readings are available on the courses’ Carmen site. Plan ahead as necessary for assignments.. I encourage you to think about useful questions for discussion, or issues that occur to you after each class meeting.

### ***Roles of learning groups***

Depending on the size of the class, groups will discuss readings and assignments; generate questions for class discussion; report back to the class; critique paper topics, proposals, and drafts; brainstorm; plan and conduct a research project; share sources and other “finds” with classmates; prepare final presentations and written reports. Some class time will be available for project work.

Each student is expected to contribute actively to the work of his or her group. Attendance and preparation count.

### ***Turning in assignments***

Written work is due at the beginning of class on the day that is designated. All work that is turned in for evaluation should be typed, usually double-spaced, with margins of 1-1 ½ inches on

all sides; printed in 12 point font, in a legible typeface. Be sure that your printer ribbon or toner allows you to produce clear copies. Follow page or word limits and meet deadlines. Follow any specific assignment requirements (formatting or endnotes or bibliography, for example). Your name and the course number should appear at top of 1<sup>st</sup> page. Number the pages. Give your papers a title. Use footnotes and endnotes as necessary and use them appropriately according to the style guide of your major field. Proofread carefully and use a spelling and/or grammar checking program. Your writing should be gender neutral as well as clear and to the point. If you have a problem, see me, if at all possible, *in advance of due dates*. Unacceptable work will be returned, ungraded. Submitting work late without excuse will result in lowered grades.

### ***Class cancellation***

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note on department letterhead be placed on the classroom door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

### ***Civility***

Mutual respect and cooperation, during the time we spend together each week and the time you work on group assignments, are the basis for successful conduct of this course. The class is a learning community that depends on respect, cooperation, and communication among all of us. This includes coming to class on time, prepared for each day's work: reading and assignments complete, focusing on primary classroom activity, and participating. It also includes polite and respectful expression of agreement or disagreement—with support for your point of view and arguments—with other students and with the professor. *It does not include arriving late or leaving early, or behavior or talking that distracts other students*. Please turn off all telephones, beepers, electronic devices, etc. Recording to class sessions in any media without permission is not permitted.

### ***Academic Honesty***

Scholastic honesty is expected and required. It is a major part of university life, and contributes to the value of your university degree. All work submitted for this class must be your own. Copying or representing the work of anyone else (in print or from another student) is plagiarism and cheating. This includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. This is unacceptable in this class and prohibited by the University. Plagiarism via the internet is not only dishonest, it's also liable to be caught.

***Plagiarism*** is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct. Please remember that at no point during the writing process should the work of others be presented as your own.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

For information on plagiarism, see <http://cstw.osu.edu/> especially [http://cstw.osu.edu/writing\\_center/handouts/index.htm](http://cstw.osu.edu/writing_center/handouts/index.htm).

## **Department and University Resources**

***The Writing Programs Ombud***, Debra Lowry, mediates conflicts between instructors and students in Writing Programs courses. Check with her for office hours and appointments. Her office is Denney Hall 441; Phone 292-3812; email [lowry.40@osu.edu](mailto:lowry.40@osu.edu). All conversations with the Ombudsman are confidential.

***The OSU Writing Center*** is available to provide free, professional writing tutoring and consultation. You may set up an appointment by calling 688-4291 or by dropping by the center at 4132 Smith Labs. If you are interested in on-line writing advice, visit the OWL (On-Line Writing Lab) at [www.cstw.osu.edu](http://www.cstw.osu.edu). You can also visit the Younkin Success Center in Building 052 at 1640 Neil Ave. You can walk in without an appointment.

***Counseling and Consultation Services*** provides a wide range of resources for undergraduate students. For more information call 292-5766.

***The Office for Disability Services*** provides services to any student who feels s/he may need an accommodation based on the impact of a disability. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [OSU Office for Disability Services Web Site](#).

***Student Advocacy Center*** (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 1120 Lincoln Tower, call at (614) 292-1111, email [advocacy@osu.edu](mailto:advocacy@osu.edu), or visit their website: <http://studentlife.osu.edu/advocacy/>

**ENG 2367.01H American Experiences with Literacies**

Syllabus

**Aug. 28, Sept. 2, 4    Week 1            First Things: Scope and Terms**

- \*Jack Goody and Ian Watt, "The Consequences of Literacy," in Literacy in Traditional Societies, ed. Goody (Cambridge UP 1968), 27-68
- \*Ruth Finnegan, "Literacy versus Non-Literacy: The Great Divide," in Modes of Thought, ed. Robin Horton and Finnegan. (Faber and Faber, 1973), 112-144
- \*Harvey J. Graff and John Duffy, "Literacy Myths," Encyclopedia of Language and Education, Vol. 2 Literacy, ed. Brian Street; Nancy Hornberger, general editor (Berlin and New York: Springer, 2007), 41-52
- Optional: \*Kathleen Gough, "Implications of Literacy in Traditional China and India," in Literacy in Traditional Societies, ed. Goody (Cambridge UP 1968) 69-84

**Sept. 9, 11    Week 2            Literacy's Impacts and Influences**

- \*John Guillory, "On the Presumption of Knowing How to Read," ADE Bulletin, 145 (Spring 2008), 8-1
- \*Sylvia Scribner and Michael Cole, "Unpacking Literacy," Writing: The Nature, Development, and Teaching of Written Communication, ed. Marcia Farr Whiteman (Lawrence Erlbaum Associates, 1981)]
- \*Shirley Brice Heath, "Protean Shapes in Literacy Events," in Spoken and Written Language: Exploring Orality and Literacy, ed. Deborah Tannen (Ablex, 1982), 91-117
- Optional: \*Harvey J. Graff, "Literacy, Myth, and Legacies: Lessons from the History of Literacy," in Graff, The Labyrinths of Literacy (exp. and rev. ed., University of Pittsburgh Press, 1995), 318-349

Literacy: "A Great Debate"?

**Sept. 9            We meet in Thompson Library 149 with Librarian Anne Fields**

**Sept. 16, 18    Week 3 Teaching Literacy, Learning and Using Literacy, & Literacy Myths**

Harvey J. Graff, The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth-Century City (Transaction, 1991 [1979]), esp. New Introduction, Preface, Introduction, Ch. 1, Part I [*you may skim the quantitative chapters in Part I*]; continue to Part II as time allows

Sept. 18 or 23 "The Wild Child" (85)

**Sept. 23, 25 Week 4 Teaching, Learning, Using II**  
Graff, The Literacy Myth, Part II

*Sept 25 1<sup>st</sup> essay drafts due*

**Sept. 30, Oct. 2 Week 5 Teaching, Learning, Using III**  
Frederick Douglass, Narrative of the Life of Frederick Douglass. Signet Classics,  
2005 [1845]

Sept, 30 or Oct. 2 “Children and Schools in Nineteenth-Century Canada” from  
**Canada’s Visual History series**

***DRAFTING, REVISING, PROJECT TIME***

*Oct. 2 1<sup>st</sup> essay drafts returned for revision*

**Oct. 7, 9 Week 6 Texts and Readings**

Douglass, Narrative, and *at least two of:*

\*Janet Cornelius, “We Slipped and Learned to Read: Slave Accounts of the  
Literacy Process, 1830-1860,” Phylon 44 (1983) 171-186

\*Barbara Sicherman, “Sense and Sensibility: A Case Study of Women’s Reading  
In Late-Nineteenth-Century America,” in Reading in America, ed. Cathy N.  
Davidson (JHUP, 1989), 201-225

\*Jan Radway, “Interpretive Communities and Variable Literacies,” Daedalus 113 (   
Summer 1984), 49-73

If possible, also read \*E. Jennifer Monaghan, “Reading for the Enslaved, Writing for the Free:  
Reflections on Liberty and Literacy,” Proceedings, American Antiquarian Society, 108  
(1998), 308-341

*Oct. 14 Revisions of 1<sup>st</sup> essay due*

**Oct. 14, 16 Week 7 Literacy, Popular Culture, Race, & Gender**

\*Anne Haas Dyson, “‘Welcome to the Jam’: Popular Culture, School Literacy, and the  
Making of Childhoods,” Harvard Educational Review, 73 (2003), 328-361

\* Elizabeth Birr Moje, Melanie Overby, Nicole Tysvaer, and Karen Morris, “The  
Complex World of Adolescent Literacy: Myths, Motivations, and Mysteries,”  
Harvard Educational Review, 78 (2008), 107-154

\*Daniel Thomas Cook, “Children of the Brand,” In These Times, Dec. 25, 2006

Oct 16 or 21 “My Brilliant Career” (101) [or Week 5]

**Oct. 16**      *Group project proposals due*

**Oct. 21, 23**    **Week 8 Literacy, Popular Culture II & Other Literacies: Orality & Literacy; Work & Literacy; “Cyberliteracy”**

\*Dyson, “Welcome to the Jam”

\*Moje, Overby, Tysvaer, and Morris, “The Complex World”

\*Cook, “Children of the Brand”

*Select at least 3-4 of:*

\*Shirley Brice Heath, “Protean Shapes in Literacy Events,” in Spoken and Written Language: Exploring Orality and Literacy, ed. Deborah Tannen (Ablex, 1982), 91-117 [also Week 2]

\*Mike Rose, “The Working Life of a Waitress,” Mind, Culture, and Activity, 8 (2001), 3-27 **OR**

\*Rose, “Intelligence, Knowledge, and the Hand/Brain Divide,” Phi Delta Kappan, 89. 9 (2008), 32-639

\*Elizabeth Daley, “Expanding the Concept of Literacy.” EDUCAUSE Review (2002), 33-40 **OR**

\*Stuart A. Selber, “Reimaging Computer Literacy,” Multiliteracies for a New World (SIU Press, 2004), 1-29, 234-238

\*Deborah Brandt, “Changing Literacy,” Teachers College Record, 105 (2003), 245-260

**Oct. 28, 30**    **Week 9 Other Literacies II:**

*Select at least 3-4 of:*

\*Heath, “Protean Shapes” [see Week 2]

\*Rose, “The Working Life of a Waitress” **OR**

\*Rose, “Intelligence, Knowledge, and the Hand/Brain Divide”

\*Daley, “Expanding the Concept of Literacy” **OR**

\*Selber, “Reimaging Computer Literacy”

\*Brandt, “Changing Literacy”

**Nov. 4, 6**      **Week 10**      **“Winners” & “Losers” & Futures**

Sapphire, PUSH Vintage, 1997 (1996)

\*Jeff Madrick, “Goodbye Horatio Alger,” The Nation, Feb. 5, 2007, 20-24 [Week 7]

\*Doug Henwood, After the New Economy. New Press, 2003, 70-78, 234-235 *or*

\*Andrew Hacker, “Where Will We Find the Jobs?” New York Review of Books, Feb. 24, 2011, 39-41

Week 10/11    “High School” (75)

**Nov. 11, 13**    **Week 11**      **“Winners” & “Losers” II**

Sapphire, PUSH

- \* Madrick, "Goodbye Horatio Alger"
- \*Henwood, After the New Economy *or*
- \*Hacker, "Where Will We Find the Jobs?"

**Nov 18, 20    Week 12    National Literacy Campaigns & Literacy Movements**

- \*Paulo Freire in Literacy, "The Adult Literacy Process as Cultural Action for Freedom," in The Politics of Education: Culture, Power and Liberation (Bergin and Garvey, 1985), Ch 6, 43-65
- \*Mike Rose, "In Search of a Fresh Language of Schooling," Education Week, Sept. 7, 2005
- \*Ira Shor, "What Is Critical Literacy?" Journal for Pedagogy, Pluralism and Practice <http://www.lesley.edu/journals/jppp/4/shor.html>
- \*Jonathan Kozol, Illiterate America. Garden City, NY: Anchor/Doubleday, 1985, 95-131, 245-249

**Nov. 18**        *2<sup>nd</sup> essay drafts due*

**Nov. 25, Dec. 2    Week 13    Campaigns & Movements II & Group reports**

- \*Freire, "The Adult Literacy Process as Cultural Action for Freedom"
- \*Rose, "In Search of a Fresh Language of Schooling"
- \*Shor, "What Is Critical Literacy?" <http://www.lesley.edu/journals/jppp/4/shor.html>]
- \*Kozol, Illiterate America

**Nov25**        *2<sup>nd</sup> essay drafts returned for revision*

***DRAFTING, REVISING, PROJECT TIME***

**Dec. 4, 9    3 Week 14    Group project presentations**

**Dec. 9**        *Revisions of 2<sup>nd</sup> essays due*

**Dec. 4 or 9**    *Group reports due: outline, bibliography, evaluation due at time of presentation*