

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

English
Academic Unit
English

Book 3 Listing (e.g., Portuguese)
750 Introduction to Graduate Study in Literacy

Number INT. GR. ST. LITERACY Title G 5
18-Character Title Abbreviation Level Credit Hours

Summer Autumn Winter Spring X Year 2006

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (not to exceed 25 words): Basic issues in literacy research: the "great debates" about literacy - oral v. written, traditional v. modern - literacy's relationships w/ development, major approaches in interpreting literacy.

Quarter offered: SP Distribution of class time/contact hours: 2/2

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Grad standing or permission of instructor.

Exclusion or limiting clause:

Repeatable to a maximum of credit hours. NO

Cross-listed with: Education

Grade Option (Please check): Letter S/U Progress What is course is last in the series?

Honors Statement: Yes No GEC: Yes No Admission Condition

Off-Campus: Yes No EM: Yes No Course: Yes No

Other General Course Information:
(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) M

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:
To continue the English Department's commitment to the Ohio Literacy Initiative; The course will become an M.A. option

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s) An elective within major(s)/minor(s) A general elective:

N/A

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

NONE

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: N/A

6. Expected section size: Proposed number of sections per year: 1


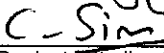
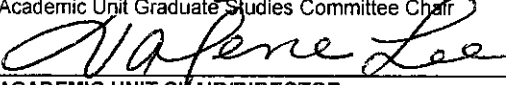
7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable

Education will cross-list; concurrence from Comp. Studies (letter) and History (verbal)

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	 Chris Higley	4/23/05
2. Academic Unit Graduate Studies Committee Chair	 CLARE SIMMONS	11/21/2005
3. ACADEMIC UNIT CHAIR/DIRECTOR	 Valerie Lee	4/28/05

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Introduction to Graduate Study in Literacy

This is a foundational course for graduate students interested in engaging in further studies in literacy. It is also an interdisciplinary course relevant to graduate studies in disciplines across the humanities, social sciences, education, public policy, and related fields.

The study and understanding of literacy has changed enormously in recent years. Although its importance is undoubted, literacy emerges as a much more complicated, mediated, and context-dependent subject than previous students, scholars, policymakers, and publics appreciated. It is therefore a much richer, challenging, and, in some ways, significant subject. Writing, reading, and other literacies are seen as pluralistic cultural practices whose forms, functions, and influences take shape as part of larger contexts: social, political, historical, material, and ideological. Literacy studies demand new, interdisciplinary, comparative, and critical approaches to conceptualization, theories, analysis, and interpretation.

Toward that end, our topics include: "great debates" over literacy, its uses, impacts, and meanings; theories of literacy; histories of literacy; literacy and literacies; reading and writing and beyond; ethnographies of literacy in everyday life; academic and school literacies; literacy and language; literacy and schooling; literacy and social order—class, race, gender, ethnicity, generation, and geography; literacy and collective and individual action; recent research; research design and methodologies. Readings may include the work of Shirley Brice Heath, Jack Goody, Deborah Brandt, Sylvia Scribner and Michael Cole, Brian Street, Donald McKenzie, Harvey Graff, David Barton, Ralph Cintron, Ruth Finnegan, Mike Rose, among readings across the humanities and social sciences.

Introduction to Graduate Study in Literacy

Requirements:

1. Regular reading, attendance, and participation in seminar discussion
2. Critical review of a book-length study, chosen with the advice and consent of the instructor (3-4 pages)
3. Annotated bibliography of 6-8 items on a topic selected with the advice and consent of the instructor
4. A comparison of two studies in a critical essay that focuses on

Syllabus

Background Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, and Mike Rose, eds., Literacy: A Critical Sourcebook. Bedford/St. Martins, 2001 (0312250428)

- 1 David Barton, Literacy: An Introduction to the Ecology of Written Language. Blackwell, 1993
David Barton, Mary Hamilton, and Roz Ivanic, eds. Situated Literacies: Reading and Writing in Context. Routledge, 2000
- 2 Selections;
Sylvia Scribner and Michael Cole. The Psychology of Literacy. Cambridge: Harvard University Press, 1981. Rpt. 1999.
Brian V. Street, Literacy in Theory and Practice. Cambridge: Cambridge University Press, 1984.
_____, ed., Cross-Cultural Approaches to Literacy. Cambridge 1993
- 3 Donald McKenzie, Bibliography and the Sociology of Texts (Cambridge UP, 1999)
- 4 Harvey J. Graff, The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth Century. Transaction 1991 (1979)
Harvey J. Graff, The Labyrinths of Literacy. exp. and rev. ed. Pittsburgh, 1995, selections
- 5 Victoria Purcell-Gates. Other People's Words: The Cycle of Low Literacy. Cambridge: Harvard University Press, 1995.
- 6 Anne Haas Dyson, Writing Superheroes. Teachers College Press, 1997 or
_____, The Brothers and Sisters Learn to Write: Popular Literacies in Childhood and School Cultures. Teachers College Press, 2003
or Elizabeth Moj
Glynda Hull and K Schultz, eds, School's Out! Bridging Out-of-School Literacies with Classroom Practice. Teachers College 2002

- 7 Ralph Cintron, Angels' Town: Chero Ways, Gang Life and Rhetorics of the Everyday Beacon 1997
or readers & reading/race/gender
Jacqueline Jones Royster, Traces of a Stream: Literacy and Social Change Among African American Women. Pittsburgh, 2000
Elizabeth McHenry, Forgotten Readers: Recovering the Lost History of African American Literary Societies. Duke, 2002
- 8 Shirley Brice Heath, Ways With Words: Language, Life and Work in Communities and Classroom. New York: Cambridge University Press, 1983.
- 9 Deborah Brandt, Literacy in American Lives Cambridge 2001
- 10 Selections from
Catherine Prendergast, "The Economy of Literacy: How the Supreme Court Stalled the Civil Rights Movement," Harvard Educational Review 72 (2002) 206-229
or her Literacy and Racial Justice: The Politics of Learning after Brown v. Board of Education. Southern Illinois 2003
Mike Rose, The Mind at Work: The Intelligence of American Workers (Viking, 2004)
or Cynthia L. Selfe, Technology and Literacy in the Twenty-First Century: The Importance of Paying Attention (Southern Illinois UP, 1999
New London Group, "A Pedagogy of Multiliteracies designing Social Futures," in Multiliteracies: Literacy Learning and the Design of Social Futures, ed. Bill Cope and Mary Kalantzis (Routledge, 2000), 9-37 (also Harvard Educational Review, 1996)

**Graduate Seminar: Literacy Past and Present/
Literacy and Social Change: Historical and Comparative Perspectives
[a course on the History of Literacy OR decimalized Topics course]**

ENG xxx 884	Prof. Harvey J. Graff

In recent years our understanding of literacy and its relationships to ongoing societies and social change has been challenged and revised. The challenge came from many directions. The “new literacy studies,” as they are often called, together attest to transformations of approaches and knowledge and a search for new understandings. Many traditional notions about literacy and its presumed importance no longer influence scholarly and critical conceptions. The gap that too often exists between scholarly and more popular and applied conceptions is one of the topics we will consider.

Among a number of important currents, historical scholarship and critical theories stand out, both by themselves and together. Historical research on literacy has been unusually important in encouraging a reconstruction of the fields that contribute to literacy studies, the design and conduct of research, the role of theory and generalization in efforts to comprehend literacy and, as we say increasingly, literacies (plural). It has insisted on new understandings of “literacy in context,” including historical context, as a requirement for making general statements about literacy, and for testing them, and carries great implications for new critical theories relating to literacy.

This seminar investigates these and related changes. Taking a historical approach, we will seek a general understanding of the history of literacy primarily but not exclusively in the West since classical antiquity but with an emphasis on the early modern and modern eras. At the same time, we examine critically literacy’s contributions to the shaping of the modern world and the impacts on literacy from fundamental historical social changes. Among many topics, we will explore communications, language, family and demographic behavior, economic development, urbanization, institutions, literacy campaigns, both political and personal changes, and the uses of reading and writing. A new understanding of the place of literacy and literacies in social development is our overarching goal.

Objectives

The seminar has a number of purposes:

- 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
- engaging in an interdisciplinary conversation about literacy studies, including but not limited to the historical study of literacy and critical approaches to literacy/cies followed in different disciplines and professions

- gaining familiarity with some of the major literature in literacy studies across disciplines
- expanding knowledge of and understanding the value of historical approaches to literacy
- developing new understandings of literacy's many and complicated roles and connections in the development of modern societies, cultures, politics, and economies
- comparing and critically evaluating different approaches, conceptualizations, theories, methods, and sources that relate to the study and understanding of literacy in its many contexts

Assignments & Evaluation

a. Regular reading, attendance, and preparation for each class meeting. Attendance is expected and taken into account in evaluation.

b. Preparation for class includes writing at least 4 2-page commentary papers offering critical perspectives and raising questions about the assigned reading in a particular week. Select any 6 class sessions from week 2 to week 10. In addition, I expect each student to come to all other sessions prepared and with written questions. Papers and questions are due at class at which that topic is discussed. None will be accepted late.

c. Leadership of one or more seminar sessions.

There may also be opportunities to work on Graff's Literacy Studies at OSU "initiative."

a, b, & c together=40% of final grade

d. *"Using history" projects:* 3 4-5 page papers. Everyone will write one "literacy in context" paper and select 2 other projects from the three areas listed. Each mini-essay is a kind of think-piece or intellectual exercise, in learning about literacy in history and from historical perspective.

1) Sketch: *"literacy in context"*—what does "literacy in context" mean for a particular time, place, people, and form of literacy?

2) Test a *theory of literacy* in historical context—a historical experiment

3) *Probe critically and evaluate* a recently proclaimed "new literacy"

4) *Future of literacy*—forecast, hypothesize, speculate, judge "the future of literacy" from the perspectives of the history of literacy.

Each paper=20%; 3 papers=60% Due on weeks 4, 7, and 10

Assigned reading. A seminar is pointless, and painful, unless the participants have read the assigned material with care. I expect you to read all the material assigned for each week's discussion. Some of the books are out-of-print (not because they have lost their importance or value but because publishers now take books out of circulation very quickly). However, copies of all of them are on reserve in the library. So plan ahead. I encourage you to think about useful questions for discussion, or issues that occur to you after the seminar is over

Leadership of one or more seminar sessions. One (or depending on the number of students in the class two) student is assigned to lead each seminar. The most important task of this assignment is to present questions and perspectives on the major topics and issues of that week, and on the reading specifically, that will generate good discussion. Think about how you will stimulate discussion. Questions and tasks should be made available to all seminar members prior to class, no later than noon on Tuesdays, at the instructor's office.

Suggestions: choose particularly important passages in the works for analysis, photocopy them, and spend some time on their explication. (Better yet, distribute them in advance, along with discussion questions.) Choose key ideas and terms for elucidation, or focusing on the questions the work asks, its answers, and its relation to larger issues or themes. Collect some reviews from academic journals and serious publications for nonspecialists and organize discussion around the assessment of these evaluations. Remember that the goal is not especially to find out what is wrong with the work, although that is important, but to understand its significance and contribution to large issues and questions. Think of ways of identifying themes and issues that include specific readings but may also look back to earlier weeks or look ahead to future weeks and topics. Depending on class size, the plan for the session might include breaking into small groups with specific tasks for part of the time. Seminar leaders are not expected to be responsible for the entire session.

Commentary papers. Students should write at least 4 2-page papers commenting on the week's reading. These should not summarize the book. Rather, the papers should present your reaction to the book: what that strikes you as particularly interesting, important, outrageous, thought-provoking or worth thinking or talking about. They should include questions the reading raises for you and/or questions you wish to raise about the reading. Those questions as well as your comments will help you to prepare for seminar sessions. I will keep track of these papers, but they will not be given formal grades. They are very important. They prompt you to think about the reading before you come to the seminar, and they give me a good idea of how you are reading the material and how you write.

I expect one paper every two weeks, approximately, starting with the second week's reading assignment. These papers are due at the end of the session at which a book or articles are discussed. They are not acceptable later, and they are an integral part of the seminar. To receive credit for the seminar, you must turn them in on time. I may ask students with especially interesting papers to share with the whole seminar.

“Using history” projects: 3 4-5 page papers. Everyone will write one “literacy in context” paper and select 2 other projects from the three areas listed. Each mini-essay is a kind of think-piece or intellectual exercise in learning about literacy, including contemporary or possible future dimensions or aspects of literacy, by a careful use of historical approaches; historical evidence, findings, or conclusions; historical and other comparisons, historical perspectives or understanding; and historical criticism. Each paper should be based at least in part on required readings and relevant class discussions. The extensive bibliography that accompanies the syllabus will also be very useful in researching and drafting these exercises. Successful approaches to each of the four very general sets of relationships will define their specific tasks, including historical times, places, and persons, as precisely as possible and set limits to the scope of the paper. Use footnotes or endnotes and other scholarly apparatus as needed.

1) *Sketch “literacy in context”*—what does “literacy in context” mean for a particular time, place, people, and form of literacy? Cast your responses with reference to one (or perhaps two)

specific historical time(s). Consider different approaches to “contextualization” including the historical. What is different about historical context? What are its advantages? Its limits? Why do scholars—especially but not only historians—fuss so much about “context(s)”?

2) *Test a theory of literacy in historical context*—a historical experiment in studying the relationships between the kind of statements that claim the status of “theories” and specific historical circumstances that might support, partially support, or contradict the usefulness of the particular theory. Identifying relevant theories associated with literacy—of which the literature and the discourse on literacy are overflowing, on the one hand, and the specific grounds or situations to test it fairly, on the other hand, are critical to this project. Theories with which we are familiar relate to economics, politics, culture, society, group and individual psychology, communications, etc.

3) *Probe critically and evaluate* a recently proclaimed “new literacy” The proliferation of “new literacies”—from critical literacy to historical literacy, cyber literacy, emotional literacy, physical literacy, and the like is endless. While we might need to expand the language and conception of literacy and literacy studies to include multiple or plural literacies beyond “traditional alphabetic literacy,” is there no end to the roll call or hit parade? What are the particular attributes, characteristics, requirements, or definitions we employ when we refer to something as a “literacy”? What are its boundaries? What kinds of status or expectations come with labeling some quality or ability as “a literacy”? How does the history of literacy help in answering these kinds of questions?

4) *Future of literacy*—forecast, hypothesize, speculate, judge “the future of literacy” from the perspectives of the history of literacy--drawing on your understanding of literacy in the past, its changes and continuities, and its significance. How can we use the history of literacy as a laboratory for studying literacy’s futures at different times and places? What influences the development of literacy and literacies? How do those literacies become agents of change or continuity? How does history function as a laboratory for exploring multiple literacies and multiple media, and multiple languages or multilingualism? The task is to use an understanding of literacy, based at least in part on literacy’s history, to help sharpen assumptions and expectations, and ponder the limits and possibilities for change and novelty in the future of literacy and literacies—if, that is, you think that literacy has a “future.”

Turning in assignments

All work that is turned in for evaluation or grading should be typed, usually double-spaced, with margins of 1-1 ½ inches on all sides; printed in 12 point font, in a legible type face. 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). Use footnotes and endnotes as necessary and use them appropriately according to the style guide of your basic field. Commentary papers may be “semi-formal” and also use short titles (as long as they are clear) instead of footnotes. 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, to you. There will be penalties for work submitted late without excuse.

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.

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 also prohibited by the University. All cases of suspected plagiarism, in accordance with university rules, may be reported to the Committee on Academic Misconduct. For information on plagiarism, see <http://cstw.osu.edu/> especially http://cstw.osu.edu/writing_center/handouts/index.htm.

Writing Center

All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. The Center offers the following free services: Help with any assignment; One-to-one tutorials; One-to-one online tutorials via an Internet Messenger-like system (no ads or downloads); Online appointment scheduling. Visit www.cstw.org or call 688-4291 to make an appointment.

Disabilities Services

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307

Books

Suggested for purchase:

David Barton, Literacy: An Introduction to the Ecology of Written Language. Blackwell, 1993 (0-631-19091-0)

William V. Harris, Ancient Literacy Harvard 1989 (0-674-03380-9)

Michael T Clanchy, From Memory to Written Record: England, 1066-1307. 2nd ed Blackwell. 1993 (0-631- 16857-5)

Carlo Ginzburg, The Cheese and the Worms. Johns Hopkins UP 1980 (0801843871)

Donald McKenzie, Bibliography and the Sociology of Texts (Cambridge UP, 1999)

Harvey J. Graff, The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth-Century City. Transaction, 1987 (1979) (0887388841)

Carl Kaestle, Helen Damon-Moore, Lawrence C. Stedman, Katherine Tinsley, and William Vance Trollinger, Jr., Literacy in the United States: Readers and Reading Since 1880. Yale UP 1991 (0300054300)

Mike Rose, The Mind at Work: The Intelligence of American Workers (Viking, 2004)

Deborah Brandt, Literacy in American Lives. Cambridge, 2001 (0521003067)

Optional:

Harvey J. Graff, The Labyrinths of Literacy. exp. and rev. ed. Pittsburgh, 1995 (0-8229-5562-8)
_____, The Legacies of Literacy. Indiana, 1987 (0253205980)

Janet Cornelius, When I Can Read My Title Clear: Literacy, Slavery, and Religion in the Antebellum South. University of South Carolina, 1991 (0585322910) **OP**

Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, and Mike Rose, eds., Literacy: A Critical Sourcebook. Bedford/St. Martins, 2001 (0312250428)

RA Houston, Literacy in Early Modern Europe. Longman, 2002 (0582368103)

David Vincent, The Rise of Mass Literacy: Reading and Writing in Modern Europe. Polity 2000 (0745614442)

Mike Rose, Possible Lives: The Promise of Public Education in America. Houghton Mifflin, 1995 (0140236171)

On reserve—especially important

Harvey J. Graff, ed. Literacy and Social Development: A Reader. Cambridge, 1981. (0-521-28372-8)

Robert F. Arnove and Harvey J. Graff, ed., National Literacy Campaigns in Historical and Comparative Perspective. Plenum, 1987 (0306424584)

Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, and Mike Rose, eds., Literacy: A Critical Sourcebook. Bedford/St. Martins, 2001 (0312250428)

Mary Jo Maynes, Schooling for the People. Holmes and Meier, 1985 (0841909660)

Films (tentative list):

“The Return of Martin Guerre” (123) week 3

“The Wild Child” (85) week 4

“Children and Schools in 19th Century Canada” week 5

“My Brilliant Career” (101) week 6

“High School”(75) week 8

*** Library Reserve**