



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación
Master Program in Applied Linguistics to TEFL
SEMINAR ON LITERACY
Semester 2017- I

PROFESSOR

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ROOM: (TBA)

DESCRIPTION

In this elective course, we will read about literacy as a sociocultural perspective from theory and research experiences and will reflect upon pedagogical frameworks that can help teachers approach the literacy process through inquiry and content related activities. We will study literacy theories from a cognitive, socio and psycholinguistic perspectives through reading key articles and watching global literacy conferences. We will read extensively from sources directly related to literacy, critical literacy and practical applications of literacy from the local context of Colombia, Latin America and English speaking contexts.

SEMINAR GOALS

1. Become familiar with the literature for children available in English to promote the joy for reading.
2. Become acquainted with the different perspectives to literacy: cognitive, social, psycholinguistic, sociocultural, new literacies.
3. Establish connections between research and pedagogical experiences presented in professional readings and their own teaching through in class discussions.
4. Understand critical literacy from research examples carried locally to be able to propose transformative literacy practices in schools.
5. Gain access to reading material and the importance of libraries and explore Bogotá's public mega libraries (Julio Mario Santodomingo, Tintal, Tunal, Virgilio Barco) to learn how to use the libraries as resources in schools.

TOPICS

1. Theoretical Models and processes of reading
2. Literature and Literacy in the classrooms
3. Urban literacies (Libraries and the access to literacy culture)
4. Critical Literacies.



- a. Community Literacies
- b. Language and Literacy within minority indigenous groups in Colombia

METHODOLOGY

The course will be conducted as a seminar that includes reading literature, participating in the discussion of topics, oral presentations, interactions with guest speakers, and global videoconferences. There will be general readings for all the students and a set of books and articles for you to select specific titles to read in a group that match your research interest.

Professional Journals:

The Reading Teacher, Reading Research Quarterly, *Colomb. Appl. Linguist J.*, *Lenguaje*, *Folios*, *PROFILE*.

ASSESSMENT AND EVALUATION

Activity	Description	Percentage
Class presentation	Presentation on reading assignments. Oral presentation	20%
Poster sessions on the books chosen to read	In groups students choose to read a book and present a poster	25%
Library visit	Report about visit to libraries (video on sources available to different users)	25%
Final paper		30%

LIST OF BOOKS TO SELECT FROM FOR POSTER SESSIONS

1. Baker, L., Afflerbach, P., Reinking, D. (1996). *Developing Engaged Readers in School and Home Communities*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
2. Brisk, M.E. (2015). *Engaging Students in Academic Literacies. Genre-based Pedagogy for K-5 Classrooms*. NY: Routledge Taylor & Francis Group
3. Chamness Miller, P., Hidehiro, E., Watzke, J. & Mantero, M. (2015). *Readings in Language Studies. Vol. 5 Language and Society*.
4. Cochran-Smith, M. & Susan Lytle (2009). *Inquiry as Stance*. Practitioner Research for the Next Generation. NY: Teachers College Press
5. Comber, B. & Anne Simpson (2001). *Negotiating Critical Literacies*. NY: Routledge, Taylor & Francis Group



6. Genesse, F. (1994). (Ed.). *Educating Second Language Children*. Cambridge: CUP.
7. Hornberger, N. (Ed.). (2016). Honoring Richard Ruiz and his work on Language Planning and Bilingual Education. Bristol: Multilingual Matters.
8. Kinloch, V. (Ed.) (2011). *Urban Literacies: Critical Perspectives on language learning and Community*, NY: Teachers College Press
9. Pandya, J. & JuliAnna Avila (2013). *Moving Critical Literacies Forward*. NY: Routledge, Taylor & Francis Group

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- Clavijo, A. (2007). *Prácticas Innovadoras de Lectura y Escritura*. Bogotá: Universidad Distrital Francisco José de Caldas.
- Clavijo, A. & Gonzalez, A.P. (2016). The Missing Voices of Colombia Bilingue: The Case of Ebera Children Schooling in Bogota. In Honoring Richard Ruiz and his work on Language Planning and Bilingual Education
- Ferreiro, E. (2003). *Past and present of the verbs to read and to write*. Toronto: Groundwood books. <http://www.cerlalc.org/Escuela/1b.htm>
- Freire, P., & Macedo, D. (1987). *Literacy: reading the word and the world*. Westport, CO. Bergin & Garvey.
- Gee, J.P. (2004). Reading as situated language: A Sociocognitive Perspective. In R. Ruddell & N. Unrau (Eds.), *Theoretical Models and Processes of Reading*, 5th Edition, (pp. 116-132). Newark: IRA
- Gee, J. (1990). *Social Linguistics and Literacies*. London: Routledge
- Goodman, K. (1994). Reading, Writing, and Written Texts: A Transactional Sociopsycholinguistic View. In R. Ruddell, M. Ruddell, & H. Singer (Eds.), *Theoretical Models and Processes of Reading*, 4th edition (pp.1093-1130). Newark: IRA.
- Jimenez, R., Smith, P. and Teague, B. (2009) *Journal of Adolescent & Adult Literacy* 53(1) September 2009 © 2009 International Reading Association (pp. 16–26) doi:10.1598/JAAL.53.1.2 doi:10.1598/JAAL.53.1.2
- Lerner, D. (2001). *Leer y escribir en la escuela: lo real, lo posible y lo necesario*. México, D.F., Fondo de Cultura Económica.



- Moll, L. (1994). Literacy Research in Community and Classrooms: A Sociocultural Approach. In R. Ruddell, M. Ruddell, & H. Singer (Eds.), *Theoretical Models and Processes of Reading*, 4th edition (pp. 179-207). Newark: IRA
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice*, 31(2), 132-141.
- Murillo, L. (2007) La enseñanza de la lectura y la escritura en la escuela indígena de Simunurwa. In A.M. Truscott de Mejia & S. Colmenares, (Eds.), *Bialfabetismo lectura y escritura en dos lenguas en Colombia* (pp. 39-57). Cali: Editorial Universidad del Valle
- Pennac, D. (1997). Como una novela. *Bogotá: Editorial Norma*
- Perry, K. (2012). What is Literacy? –A critical overview of sociocultural perspectives. *Journal of Language and Literacy Education* [Online], 8(1), 50-71.
- Rosenblatt, L. (2004) The Transactional Theory of Reading and Writing. In R. Rudell & N. Unrau (Eds.), *Theoretical Models and Processes of Reading*, 5th Edition (pp. 1363-1398). Newark: IRA
- Ruddell, R., Rudell, M., & Singer, H. (Eds.) (1994). *Theoretical Models and Processes of Reading*. Newark, DE: International Reading Association.
- Ruddell, R., Unrau, N. (Eds.). (2004). *Theoretical Models and Processes of Reading. Fifth Edition*. Newark, DE. International Reading Association.
- Sayer, P. (2009). Using the linguistic landscape as a pedagogical resource. *ELT Journal Volume 64/2* April 2010; doi:10.1093/elt/ccp051 143
- Sharkey, J., Clavijo, A. & Ramírez, M. (2016). Developing a deeper understanding of community based pedagogies with teachers in Colombia. *Journal of Teacher Education*. Pp.