



## UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Facultad de Ciencias y Educación

Master Program in Applied Linguistics to TEFL

SEMINAR ON LITERACY EDUCATION FOR SOCIAL JUSTICE

Semester 2019- I

### PROFESSOR

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PhD in Education

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**ROOM: 202**

### DESCRIPTION

In this elective course, we will read about literacy education with a focus on social justice. We will explore literacy practices from the perspective of place-based pedagogies to address the needs of learners in different educational contexts (basic, media and tertiary education). Inspired in the Freireian concept of conscientizacão (1970/1995) this seminar regards the notion of place, as the context that allows perceiving social, political, and economic realities, with the aim of becoming immersed in a situated reflection on the necessary actions to transform the oppressive elements identified in those practices. Therefore, exploring the local literacy practices of the school and its neighborhood as places we occupy every day is a key exercise for teachers in this seminar. In doing so, we will consider the urban social, cultural, linguistic and literacy practices that surround schools and will study the means of expression present among individuals and collectives that share urban languages and literacy practices.

### SEMINAR GOALS

1. Become acquainted with perspectives of literacy that relate to sociocultural aspects of learning, critical literacies and place-based education.
2. Explore different views of literacy as a field of A.L. to understand new possibilities that exist.
3. Establish connections between theory, research and pedagogical experiences presented in professional readings and their own teaching through in class discussions and pedagogical projects.
4. Understand critical literacy from research carried globally and locally that look at texts and discourses to question colonization and assimilation processes within language teaching.
5. Explore and analyze literacies and discourses in social contexts to understand the phenomenon of crossing socio-economic frontiers in the interurban spaces of the city.
6. Understand the need to deschool literacy and to be able to propose transformative practices within a view of literacies in society.

### TOPICS

1. What is Literacy? Why is literacy development important in society globally?

2. Sociocultural models of literacy
3. The failure of reading theories (Dressman, 2005)
4. Literacy theories for the digital age (K. Mills, 2016)
5. Critical Literacies and social justice
6. Beliefs about Social Justice in English Education
  - a. Community Literacies
  - b. Urban literacies
  - c. Place-based pedagogies
7. Rethinking the role of English literacy in Colombia and Latin-America

## 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*, *Journal of Teacher Education*, *Teaching Education*, *Teacher Education*.

## ASSESSMENT AND EVALUATION

Activity	Description	Percentage
Class presentation	Oral presentation to class about a selected reading from proposed reading list. Oral presentation of outcomes of field assignments.	20%
Curricular Unit <b>Due April</b>	Each student will plan an 4 to 8-week curricular unit to implement literacy activities with his/her students. <b>PPT presentations</b> Each student will do an oral presentation of the curricular unit and theoretical support of pedagogical intervention. Please prepare a 5-slide ppt that include graphic representation of the concepts and theoretical perspective used to support your pedagogical implementation. Present the chart with the curricular unit and explain the processes and activities that promote students' literacies. Make sure that you illustrate graphically the connections between the pedagogical and the theoretical aspects. Students will have 10 minutes for the presentation. It is highly recommended to monitor possible deficit discourses.	20%
Poster sessions <b>Due May</b>	In groups students choose to read a book and present a poster	20%
Final paper <b>Due May 27</b>	The final paper should include a critical review of literature in a literacy related issue you decided to study; your own reflection about the importance of such issue; the description of the pedagogical activities carried out with your students and a report of the outcomes of the pedagogical activities carried out with students in your classroom	40%

## LIST OF BOOKS AND CHAPTERS 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. Clavijo, A. (2007). *Prácticas Innovadoras de Lectura y Escritura*. Bogotá: Universidad Distrital Francisco José de Caldas.
4. Clavijo, A. & Ramirez, M. (**forthcoming**). *Las Pedagogías de la Comunidad en Contextos Urbanos: Un Enfoque de Formación Docente a Través de Investigaciones Locales*. Universidad Distrital Francisco José de Caldas.
5. Clavijo, A. Quintana, A., Quintero, L.M. (2011). *Enseñanza del Inglés y Medios Digitales*. Universidad Distrital Francisco José de Caldas.
6. Comber, B. (2015). *Literacy, place, and pedagogies of possibility*. New York: Routledge.
7. Comber, B. & Anne Simpson (2001). *Negotiating Critical Literacies*. NY: Routledge, Taylor & Francis Group
8. Demarest, A. (2014). *Place-based curriculum design*. New York, NY: Taylor & Francis.
9. Freire, P., & Macedo, D. (2005). *Literacy: Reading the word and the world*. London: Routledge.
10. Hornberger, N. (Ed.). (2016). *Honoring Richard Ruiz and his work on Language Planning and Bilingual Education*. Bristol: Multilingual Matters.
11. Kinloch, V. (Ed.) (2011). *Urban Literacies: Critical Perspectives on language learning and Community*, NY: Teachers College Press
12. Mills, K. (2016). *Literacy theories for the digital age. Social, Critical, Multimodal, Spatial, Material and Sensory Lenses*. Bristol, UK, Multilingual Matters.
13. Mora, R. A., C. Pulgarín · N. Ramírez · M. C. Mejía-Vélez. (2018) *English Literacies in Medellín. The City as Literacy*. In S. Nichols, S. Dobson (eds.), *Learning Cities, Cultural Studies and Transdisciplinarity in Education* 8, Singapore: Springer Ltd.  
<https://doi.org/10.1007/978>
14. Pandya, J. & JuliAnna Avila (2013). *Moving Critical Literacies Forward*. NY: Routledge, Taylor & Francis Group
15. Woods, A., Comber, B., & Iyer, R. (2015). *Literacy learning: Designing and enacting inclusive pedagogical practices in classrooms*. In *Inclusive Pedagogy Across the Curriculum* (pp. 45-71). Emerald Group Publishing Limited. <https://doi.org/10.1108/S1479-363620150000007009>
16. Sharkey and Megan Madigan Percy, (ed.) (2018), *Self-Study of Language and Literacy Teacher Education Practices (Advances in Research on Teaching, Volume 30)* Emerald Publishing Limited.

## ACADEMIC EVENTS

TESOL COLOMBIA. Universidad de La Sabana. May 16-18, 2019

INTERNATIONAL COLLOQUIUM ON RESEARCH June, 12, 13, 14, 2019

11th International Conference on Language Teacher Education. CARLA. University of Minnesota, Minneapolis, MN. May 30-June 1, 2019

**SEMINAR OUTLINE 2019-1**

<b>WEEK</b>	<b>TOPIC</b>	<b>KEY READINGS</b>
<p><b>1</b> <b>February</b> <b>11</b></p>	<p>Examining our concepts as language teachers. Course opening. Discussing Comber’s reading</p>	<p>Comber, B. &amp; Kamler, B. (2004). Getting out of Deficit: Pedagogies of reconnection. <i>Teaching Education</i>. 15 (3). 293-310.</p>
<p><b>2</b> <b>February</b> <b>18</b></p>	<p>What is Literacy? Freire &amp; Macedo</p>	<p>The importance of the act of Reading. <b>Chapter 1.</b> Literacy and Critical Pedagogy. <b>Chapter 7.</b></p>
<p><b>3</b> <b>February</b> <b>25</b></p>	<p>A Sociocultural Approach to Literacy Funds of Knowledge in Literacy education <a href="https://www.youtube.com/watch?v=aWS0YBpGkkE">https://www.youtube.com/watch?v=aWS0YBpGkkE</a> <a href="https://www.youtube.com/watch?v=okyqK-KGJI0">https://www.youtube.com/watch?v=okyqK-KGJI0</a> <a href="https://www.youtube.com/watch?v=EnAmARNgKEw">https://www.youtube.com/watch?v=EnAmARNgKEw</a>  <b>Assignment:</b> Do the mapping of your school community, take photos and write a report about what you found that could be a resource for your language curriculum.</p>	<p>Moll, L., Literacy Research in Community and Classrooms: A Sociocultural Approach.” In <i>Theoretical Models and Processes of Reading</i>, 4<sup>th</sup> edition, ed. Robert B. Ruddell, Martha P. Ruddell, and Harry Singer. Newark, DE (pp. 179-207)</p> <p>Sayer, P. (2009). Using the linguistic landscape as a pedagogical resource. <i>ELT Journal Volume 64/2</i> April 2010; doi:10.1093/elt/ccp051 143</p>
<p><b>4</b> <b>March 4</b></p>	<p>Critical Literacy and <b>Social Justice</b> Thoughts on Transforming Teacher Education for a New Century</p>	<p>Comber, B. (2014). Critical Literacy and Social Justice. <b>Volume 58, Issue 5</b> February 2015. Pages 362-367  <b>Nieto, S. (2000).</b> Placing equity front and center: Some thoughts on transforming teacher education for a new</p>

		century. <i>Journal of Teacher Education</i> , 51(3), 180-187.
<b>5 March 11</b>	A Critical Sociocultural Perspective on Academic Literacies in Latin America <i>IKALA</i> . 24, 1, pp. 13-26 Lina Trigos-Carrillo (2019)	Oral report on community mapping. How have we as teacher-researchers used students' knowledge of local communities? Asset Mapping diagram <b>Send photos of community mapping assignment</b>
<b>6 March 18</b>	Community based pedagogies: exploring local and global issues  <b>Optional reading:</b> Using the linguistic landscape as a pedagogical resource. Peter Sayer. <i>ELT Journal</i> Volume 64/2 April 2010; p 143-154.	<b>Reading assignments</b> Clavijo, A. (2007). Ch. 3. Bogota mi Bitacora cultural <b>Guest speaker Olga Cicua</b> Schechter, Solomon and Kittmer (2003). Integrating Teacher Education in a Community-Situated Agenda
<b>7 March 25</b>	Holiday. Saint Joseph	
<b>8 April 1</b>	Examining Funds of Knowledge and Discourse	Working Toward Third Space in Content Area Literacy: An Examination of Every Day Funds of Knowledge and Discourse. <i>Reading Research Quarterly</i> , 39. 1 p. 38-70.  <b>Draft of Curricular Unit Due</b> Submit your 4-week curricular unit that will include a community project that explores community literacies with your students.
<b>9 April 8</b>	Theories of Failure and the Failure of Theories: A Cognitive/Sociocultural/Macrostructural study of eight struggling students.	Dressman, M.; Phillip Wilder; Julia Johnson Connor (2005). <i>Research in the Teaching of English</i> ; 40, 1; Wilson Education Abstracts. pg. 8
<b>10 April 15-19</b>	HOLY WEEK	

<p><b>11</b> <b>April 22</b></p>	<p>Critical Literacies / CBP</p>	<p><b>Guest speaker. Judy Sharkey</b> Sharkey, J., Clavijo, A. &amp; Ramírez, M. (2016). Developing a deeper understanding of community based pedagogies with teachers in Colombia. <i>Journal of Teacher Education</i>. Pp.1-14 <b>Book groups created</b></p>
<p><b>12</b> <b>Abril 29</b></p>	<p>Place base education. Sobel. <a href="https://www.youtube.com/watch?v=MQi2UWzba3g">https://www.youtube.com/watch?v=MQi2UWzba3g</a> <a href="https://www.youtube.com/watch?v=h0kRVhva0w4">https://www.youtube.com/watch?v=h0kRVhva0w4</a> <b>Place-Based Learning in Aboriginal Communities</b> Suzanne Stewart of OISE at the University of Toronto explains why learning from your own community works.</p>	<p>Sobel, D. (2004). Place-based education. Connecting classroom and community. <i>Nature and Listening</i>, 4, 1-7.  Gregory A. Smith (2007). Place-based education: breaking through the constraining regularities of public school _Pages 189-207   Published online: 04 May 2007  <b>Yuly and Daniel Guest speakers</b></p>
<p><b>13</b> <b>May 6</b></p>	<p>City Literacies</p>	<p>R. A. Mora (2018) · C. Pulgarín · N. Ramírez · M. C. Mejía-Vélez. English Literacies in Medellín. The City as Literacy. In S. Nichols, S. Dobson (eds.), <i>Learning Cities, Cultural Studies and Transdisciplinarity in Education</i> 8, Singapore: Springer Ltd. <b>Guest speaker Dr. Raul Mora</b></p>
<p><b>14</b> <b>May 13</b></p>	<p>Students present visually in a poster their understandings of key concepts found in reading groups and how they relate to pedagogy</p>	<p>POSTER SESSIONS</p>

<p><b>15</b> <b>Mayo 20</b></p>	<p>What is Literacy? – A Critical Overview of Sociocultural Perspectives</p> <p>Literacy theories for the digital age. Social, Critical, Multimodal, Spatial, Material and Sensory Lenses. Bristol, UK, Multilingual Matters.</p>	<p>Kristen Perry (2012) Journal of language and literacy education</p> <p>Mills, K. (2016). Book</p>
<p><b>16</b> <b>Mayo 27</b></p>	<p>Final Paper due</p>	<p>Students present outcomes of literacy activities implemented from curricular unit.</p>

### Bibliography

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- Cochran-Smith, M. (2010). *Toward a theory of teacher education for social justice*. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *Second international handbook of educational change* (pp. 445-458). New York: Springer.
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Pages 362-367
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- Ferreiro, E. (2003). *Past and present of the verbs to read and to write*. Toronto: Groundwood books. <http://www.cerlalc.org/Escuela/1b.htm>
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<https://doi.org/10.15446/profile.v21n1.71378>.
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- Sharkey, J., Clavijo, A. & Ramírez, M. (2016). Developing a deeper understanding of community based pedagogies with teachers in Colombia. *Journal of Teacher Education*. Pp.1-14
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