

## 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 2022- I

### PROFESSOR

Dr. Amparo Clavijo Olarte PhD

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Class meeting: Monday 4:00 – 7:00 p.m.

<https://meet.google.com/yfk-itof-fto>

Código de clase: duwkgqy

Office hours: Mondays: 3:00 -4:00 p.m. or by appointment

### DESCRIPTION

In this elective course, we will read about literacy education and critical literacies from the South (Latin America and Australia) with a focus on social justice. We will explore critical literacy practices from the perspective of community and place-based pedagogies that address the needs of learners in different educational contexts (basic, media and higher education). This course aims at promoting teacher agency inspired in the Freireian concept of conscientización (1970/1995) and the principles of critical applied linguistics. Thus, we regard 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 critical literacy as a field of critical applied linguistics
2. Establish connections between theory, research and pedagogical experiences presented in professional readings and students' own teaching through community explorations, in class discussions and the implementation of a two-month pedagogical project.
3. Understand critical literacy from research carried out in the South (Latin America and Australia) that looks at texts and discourses to question colonization and assimilation processes within language teaching.
4. 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.
5. Promote teacher agency by being able to propose transformative practices within a view of literacies in society.

### TOPICS

1. Critical Literacy /Critical Applied Linguistics
2. Sociocultural approach to literacy in community and classrooms
3. Critical Literacies in Latin-American and social justice
4. Beliefs about Social Justice in Language Education
  - a. Community Literacies
  - b. Urban literacies
  - c. Place-based pedagogies
5. Rethinking the role of English literacy in Colombia, Latin-America, and the South

### METHODOLOGY

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

### ASSESSMENT AND EVALUATION

Activity	Description	Percentage
Class presentation	<ol style="list-style-type: none"> <li>1. Oral presentation of community mapping and reflection on community investigation. March 28</li> <li>2. Oral presentation about a selected reading from professional reading list.</li> </ol>	30%
Curricular Unit <b>Due April 4</b>	<p>Graduate students will plan a 4 to 8-week curricular unit to implement literacy activities using Community based pedagogies with his/her students. The implementation will start with a field experience of mapping the school surroundings and identifying community assets.</p> <p><b>PPT presentations of curricular unit plan.</b></p> <p>In week #10 (April 18) each student will do an oral presentation of the curricular unit and theoretical support of pedagogical intervention to be implemented. Present the chart with the curricular unit and explain the processes and activities that promote students' literacies. Students will each have 10 minutes for the presentation. It is highly recommended to monitor possible deficit discourses. <i>Moving out of deficit pedagogies.</i></p>	30%
Final paper <b>Due Mayo 30</b>	The final paper should include your understanding of community pedagogies as a critical, decolonizing practice; a review of literature; your own reflection about literacy practices and challenges in your educational context; the description of the pedagogical activities carried out with your students in your educational context; the challenges experienced, and a report of the outcomes of the pedagogical activities.	40%

Professional Journals:

The Reading Teacher, Reading Research Quarterly, *Colomb. appl. linguist J.*, Lenguaje, Folios, PROFILE, Journal of Teacher Education, Teaching Education, Teacher Education.

### ACADEMIC EVENTS

Feria del Libro 2022. Abril 19- Mayo 2.

### SEMINAR OUTLINE 2022-1

WEEK	TOPIC	KEY READINGS
<b>1 February 14</b>	Overview of the program and assignments	Presenting the program. Identifying graduate students' educational contexts for teaching.
<b>2 February 21</b>	Establishing connections between Critical Applied Linguistics and Critical Literacy (Pennycook, 2001) Pennycook, A. (2010). Language as a Local Practice. London: Routledge.	Pennycook, A. (2010). Language as a Local Practice. London: Routledge. Introduction. Sayer, P. (2009). Using the Linguistic Landscape as a Pedagogical Resource. <i>ELT Journal</i> , 64(2), 143-154.
<b>3 February 28</b>	Focusing on Language Teaching Examining the concept of deficit discourses as language teachers. Discussing Comber's readings  What is critical in Critical Literacy studies? Whose needs do we address.?	Comber, B. & Kamler, B. (2004). Getting out of Deficit: Pedagogies of reconnection. <i>Teaching Education</i> . 15 (3). 293-310.

	What kind of pedagogy addresses/is sensitive to learners needs?	
<b>4</b> <b>March 7</b>	From Community Asset Mapping (Social work, Urban Planning) to Linguistic Landscape in ELT  <b>Assignment for March 28:</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.	Kerka, S. (2003). Community asset mapping. Trends and issues alert, 47(1).  Sharkey, J. (2012). Community-based pedagogies and literacies in language teacher education: Promising beginnings, intriguing challenges. <i>Íkala, revista de lenguaje y cultura</i> , 17(1), 9-13.
<b>5</b> <b>March 14</b>	What is Literacy? Freire & Macedo  Literacy Research in Community and Classrooms. Moll (1994)  Whose needs are being addressed?	The importance of the act of Reading. <b>Chapter 1.</b> Literacy Research in Community and Classrooms: a Sociocultural approach. Luis Moll. <a href="https://www.youtube.com/watch?v=aWS0YBpGkkE">https://www.youtube.com/watch?v=aWS0YBpGkkE</a>
<b>6</b> <b>March 21</b>	HOLIDAY	
<b>7</b> <b>March 28</b>	<b>Oral report on community mapping DUE</b>  How can teacher- researchers used students' knowledge of local communities?	Report on community mapping  Kalman (2008) Beyond definition: Central concepts for understanding literacy. <i>International Review of Education</i> , 54, 523–538
<b>8</b> <b>April 4</b>	Community based pedagogies in the local context: Explorations with teachers and implications in Teacher Education. Colombia  <u>Whose needs are teacher researchers addressing in their teaching as reported in the articles?</u>	<b>Reading assignments</b> 1. Community-Based Approaches to Foreign Language Education Barbara Comber (2018). Editorial article. 2. Select an article of your interest from issue 2018 of the CALJ or the 2022 article in HOW journal in the following links, read it and be ready to report to the class. <a href="https://revistas.udistrital.edu.co/index.php/calj/issue/view/908">https://revistas.udistrital.edu.co/index.php/calj/issue/view/908</a> <a href="https://www.howjournalcolombia.org/index.php/how/article/view/623/587">https://www.howjournalcolombia.org/index.php/how/article/view/623/587</a>
<b>9</b> <b>April 11-15</b>	HOLY WEEK	
<b>10</b> <b>April 18</b>	<b>First 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.	Students present their draft of the curricular unit to be implemented for class to provide feedback.
<b>11</b> <b>April 25</b>	CBP in ELT Education	<b>CBP in ELT Education: Panel</b> Luz Mary Quintero, Rosa Alejandra Medina, Jhooni Quintero and Daniel Calderón. Guest speakers confirmed

<p><b>12</b> <b>May 2</b></p>	<p>CBP in ELT Education. Panel #2 <u>Whose needs are teacher researchers addressing in their teaching as reported in the articles?</u> The implementation should start by this week!!!! The latest!</p>	<p><b>Panel # 2</b> Ana Janeth Gómez, Deisy Gomez, July Rincón, and John Obando. <b>Guest speakers</b></p>
<p><b>13</b> <b>May 9</b></p>	<p>Teaching critical literacy in inquiry-based classrooms: Teachers' understanding of practice and pedagogy in elementary schools</p> <p>Critical Literacies in bilingual contexts</p> <p>Biliteracy among children and Youths</p> <p>Whose needs are being addressed?</p>	<p>Batista-Morales, N. S., Cori Salmerón &amp; Samuel DeJulio (2019): Their words, their worlds: Critical literacy in bilingual spaces, <i>Bilingual Research Journal</i>, pp.1-20.</p> <p>Cleovoulou, Y., &amp; Beach, P. (2019). Teaching critical literacy in inquiry-based classrooms: Teachers' understanding of practice and pedagogy in elementary schools. <i>Teaching and Teacher Education</i>, 83, 188-198.</p>
<p><b>14</b> <b>May 16</b></p>	<p>Critical Literacies and Social Justice Sonia Nieto and Barbara Comber</p>	<p>Critical Literacy and Social Justice Barbara Comber (2015)</p> <p>Placing Equity Front and Center: Some thoughts on transforming teacher education for a new century. Sonia Nieto (2000)</p>
<p><b>15</b> <b>May 23</b></p>	<p>Literacy for social justice</p>	<p>Marilyn Cochran Smith (2008) Good and just teaching: the Case for social justice in Teacher education.</p>
<p><b>16</b> <b>May 31</b></p>	<p>Final Paper due</p>	<p>Students submit final paper and present the outcomes of literacy activities implemented with students from curricular unit designed</p>

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**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**School of Sciences and Education**  
**MA in Applied Linguistics to TEFL**  
**Optional Unit about the research area: Discourse Studies within Educational**  
**Contexts**  
**Critical Discourse Analysis**  
**2022-1**

**COURSE PROFESSOR**

Alvaro H. Quintero P., Ed.D.

Email: [aquintero@udistrital.edu.co](mailto:aquintero@udistrital.edu.co)

**ROOM**

[Google Classroom](#) – [Google Meet](#)

Class Code: eonmvj3

**DESCRIPTION & JUSTIFICATION:**

This seminar is offered as an elective course about the theory and practice of Critical Discourse Analysis (CDA). From a social and critical outlook, this seminar on CDA is intended to engage students in the understanding of discourse and the analysis of language use as related to issues of power in society. This seminar is also designed for students to build research analytical tools in the frame of their MA thesis work.

John Searle's statement that social institutional reality is created and reproduced through language and provides people reasons for action, with the purpose of creating and regulating relations of power.





## MAIN THEMES:

The course addresses these main questions:

1. What do we mean when we say “discourse”?
2. How is “discourse” theorized in CDA?
3. What makes discourse “critical”?
4. How are issues of language and power framed and studied in CDA?

## COURSE GOALS

Main:

To become acquainted with conceptualizations of discourse and the analysis of language use as related to issues of power in society.

Specific:

1. To build a feasible personal approach to doing CDA about issues of language and power.
2. To analyze the relation between language and power in the voices of social actors of the ELT field.
3. To take a critical stance on the social asymmetries associated to language education.
4. To conduct a small-scale CDA about an issue of each student’s choice

## METHODOLOGY

This elective course uses the methodology of a research seminar. This means that the students are expected to share and discuss their practical experiences of CDA about specific topics linked to language and power of their choice. This will be complemented by workshops on the conceptualizations and the review of studies that use CDA as a research methodology.

The students will lead most sessions. The themes above will be developed in planned sessions in which the students will play the role of discourse analysts in an environment of active participation and peer collaboration. The role of the professor will be of a catalyst for discussion and debate in workshops.



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## ASSESSMENT

Weight	Activity	Due date
15 %	Attendance, active participation in class discussions and workshops, and collaborative work	All sessions
25 %	Report I: Oral presentation about a personal choice of a research topic and problem (preferably a topic that is related to the MA thesis)	March 28
25 %	Report II: Oral presentation about the review of literature and advances in the analysis of CDA data (a piece of discourse).	April 18
35 %	Final written essay based on the outcomes of the personal small-scale CDA project	May 30

COURSE PLANNER		
Week	Topic/Activity	Assigned Readings
Week 1 February 14	Introduction to the course and discussion of the Seminar Program	
Week 2 February 21	What do we mean when we say "discourse"?	Foucault, M. (2005). El Orden del Discurso. Fábula Tusquets Editores.
Week 3 February 28		Flowerdew, J. (2013). Discourse in English language education. Chapter 1 Fairclough, N. (2001). Language and Power. Chapter 2
Week 4 March 7	How is "discourse" theorized in CDA?	Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 1 + 2
Week 5 March 14		Rodgers, R. (2004). Critical Discourse Analysis in Education. Chapter 1

Week 6 March 21	<b>Holiday</b>	
Week 7 March 28	<b>Report I</b>	
Week 8 April 4	What makes discourse "critical?"	Gee, J. Critical discourse analysis: What makes it critical? In Rogers, R. (2011) An introduction to critical discourse analysis in education.
Week 9 April 11		Rodgers, R. (2004). Critical Discourse Analysis in Education. Chapter 6 + 7 + 8
Week 10 April 18	<b>Report II</b>	
Week 11 April 25	How are issues of language and power framed and studied in CDA?	Fairclough, N. (2001). Language and power. Chapter 3 → 10
Week 12 May 2		
Week 13 May 9		
Week 14 May 16	How are issues of language and power framed and studied in CDA?	Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 7
Week 15 May 23	<b>Individual feedback session</b>	
Week 16 May 30	<b>Final written essay:</b>	

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AHQP/February/2022