

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

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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"> 1. Oral presentation of community mapping and reflection on community investigation. March 28 2. Oral presentation about a selected reading from professional reading list. | 30% |
| Curricular Unit Due April 4 | <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>PPT presentations of curricular unit plan.</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.</p> <p>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 Due Mayo 30 | 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 |
|--|---|--|
| 1 February 14 | Overview of the program and assignments | Presenting the program. Identifying graduate students' educational contexts for teaching. |
| 2 February 21 | 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. |
| 3 February 28 | 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. |

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|--------------------------------|--|--|
| | What kind of pedagogy addresses/is sensitive to learners needs? | |
| 4 March 7 | From Community Asset Mapping (Social work, Urban Planning) to Linguistic Landscape in ELT Assignment for March 28: 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>Ikala, revista de lenguaje y cultura</i> , 17(1), 9-13. |
| 5 March 14 | 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. Chapter 1. Literacy Research in Community and Classrooms: a Sociocultural approach. Luis Moll. https://www.youtube.com/watch?v=aWSOYBpGkkE |
| 6 March 21 | HOLIDAY | |
| 7 March 28 | Oral report on community mapping DUE 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 |
| 8 April 4 | 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> | Reading assignments 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. https://revistas.udistrital.edu.co/index.php/calj/issue/view/908 https://www.howjournalcolombia.org/index.php/how/article/view/623/587 |
| 9 April 11-15 | HOLY WEEK | |
| 10 April 18 | First Draft of Curricular Unit Due 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. |
| 11 April 25 | CBP in ELT Education | CBP in ELT Education: Panel Luz Mary Quintero, Rosa Alejandra Medina, Jhooni Quintero and Daniel Calderón. Guest speakers confirmed |

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|------------------------------------|--|--|
| <p>12 May 2</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>Panel # 2 Ana Janeth Gómez, Deisy Gomez, July Rincón, and John Obando. Guest speakers</p> |
| <p>13 May 9</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 & Samuel DeJulio (2019): Their words, their worlds: Critical literacy in bilingual spaces, <i>Bilingual Research Journal</i>, pp.1-20.</p> <p>Cleovoulou, Y., & 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>14 May 16</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>15 May 23</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>16 May 31</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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