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FRANCISCO JOSÉ DE CALDAS

## UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

Facultad de Ciencias y Educación

Master Program in Applied Linguistics to TEFL

SEMINAR ON LITERACY

Semester 2018- I

### PROFESSOR

Dr. Amparo Clavijo Olarte, PhD in Education

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Office: 704.

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

### ROOM: 202

### 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 and critical 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, and critical 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.

### TOPICS

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



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## 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	Presentation on field assignments. Oral presentation	20%
Poster sessions <b>Due</b>	In groups students choose to read a book and present a poster	20%
Curricular Unit <b>Due</b>	Each student will plan an 8-week curricular unit to implement literacy activities with her students	20%
Final paper <b>Due</b>	The final paper should include a review of literature in an issue related to students literacy development and your own reflection about the outcomes of the pedagogical activities carried out with students in your classroom	40%

## 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



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3. Clavijo, A. & Ramírez, M. (in evaluation). Las Pedagogías de la Comunidad en Contextos Urbanos: Redescubriendo posibilidades de transformación curricular en la formación de docentes. Universidad Distrital Francisco José de Caldas.
4. Clavijo, A. Quintana, A., Quintero, L.M. (2011). *Enseñanza del Inglés y Medios Digitales*. Universidad Distrital Francisco José de Caldas.
5. Short, K., Hartste, J., & Burke (1996). *Creating Classrooms for authors and inquirers*. Portsmouth, NH: Heinemann
6. Comber, B. & Anne Simpson (2001). *Negotiating Critical Literacies*. NY: Routledge, Taylor & Francis Group
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

### SEMINAR OUTLINE 2018-1

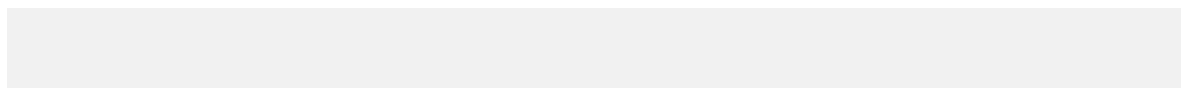
WEEK	TOPIC	KEY READINGS
<b>1 February 12</b>	Examining our concepts as language teachers	Article: Getting out of deficit:
<b>2 February 19</b>	<i>Theoretical Models and Processes of Reading</i> The Transactional Model Transactions with texts of fact and fiction  Literature and Literacy.	Rosenblatt, L., The Transactional Theory of Reading and Writing, pp. 1057-1092 (4 <sup>th</sup> Ed)  Camp, D. (2000). It takes two: Teaching with twin texts of fact and fiction <i>The Reading Teacher</i> . 53(5), pp. 400-408
<b>3 February 26</b>	<i>Theoretical Models and Processes of Reading</i> A Sociocultural Approach 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=EnAmARNg">https://www.youtube.com/watch?v=EnAmARNg</a>	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,

	<p><a href="#">KEw</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>DE (pp. 179-207)  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.</p>
<p><b>4 March 5</b></p>	<p><b>Community Literacies</b>  Oral Report on community mapping. Connections with EFL standards and possible issues for research. How have we as teacher- researchers used students´ knowledge of local communities? Asset Mapping diagram <b>Workshop 1</b></p>	<p>-Schechter, Solomon and Kittmer (2003). Integrating Teacher Education in a Community-Situated Agenda  -Using the linguistic landscape as a pedagogical resource Peter Sayer. <i>ELT Journal</i> Volume 64/2 April 2010; p 143-154  <b>Send photos of community mapping assignment</b></p>
<p><b>5 March 12</b></p>	<p><b>Workshop 2.</b> Finding connections between community assets identified during your mapping experience and the curricular standards for your EFL class and grade level. Think about an inquiry project for your students</p>	<p>Assignment: bring curriculum standards for the grade level you teach.  <b>Guidelines for a curricular unit. Examples of curricular units</b></p>
<p><b>6 March 19</b></p>	<p>Holiday. Saint Joseph</p>	
<p><b>7 March 26-30</b></p>	<p>HOLY WEEK</p>	
<p><b>8 April 2</b></p>	<p>COMMUNITY BASED RESEARCH</p>	<p>Transnational and community Literacies for Teachers Jimenez, Smith and Teague (2009)  Fostering EFL learners´</p>

		<p>literacies through local inquiry in a multimodal experience. Rincon, J. &amp; Clavijo, A. (2016). <i>Colomb. Appl. Linguist. J.</i> 18(2), pp. 67-82.</p> <p>Chapters from book (2018)</p>
<p><b>9 April 9</b></p>	<p><b>Curricular units Due. PPT presentations</b>          Each student will do an oral presentation of her curricular units 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.</p>	<p><b>Assignment:</b> Submit your 8-week or 3-week curricular unit that will include a community project that explores community literacies with your students.</p>
<p><b>10 April 16</b></p>	<p>Community based pedagogies: exploring local and global issues</p>	<p>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>Guest Speakers: Maribel Ramirez</b></p>
<p><b>11 April 23</b></p>	<p>Critical Literacies</p> <p><b>Book groups created</b></p>	<p>-Critical Literacies in Schools: A Primer          Allan Luke &amp; Woods (2009)</p> <p>-Towards a Redefinition of Critical Literacy.          Lynn Mario de Souza</p> <p>-Negotiating Critical Literacies          Barbara Comber</p>

<b>12 Abril 30</b>	<b>Technology and Literacies</b>	-Technology, Digital Literacies and Language Ecologies <b>Raul Mora PhD</b> <i>VC with Guest speaker</i>
<b>13 May 7</b>	Enseñanza del Inglés y Medios Digitales Clavijo, A. Quintana, A, Quintero, LM (2011)	<b>Antonio Quintana</b> <i>Guest Speaker</i>
<b>14 May 14</b>		
<b>15 Mayo 21</b>	Students present visually in a poster their understandings of key concepts found in reading groups and how they relate to pedagogy	POSTER SESSIONS
<b>Mayo 28</b>		
<b>16 June 4</b>	Final Paper due	Students present outcomes of literacy activities implemented from curricular unit.

## ACADEMIC EVENTS



### Bibliography

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