

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 2020- I

PROFESSOR

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Class meeting: Monday 4:00 – 7:00 p.m. Room: 202

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

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DESCRIPTION

In this elective course, we will read about literacy education and critical literacies from the South (Latin America, Australia and South Africa) 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 a promoting teacher agency inspired in the Freireian concept of conscientizacáo (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-months pedagogical project.
3. Understand critical literacy from research carried out in the South (Latin America, Australia and South Africa) 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 models of literacy
3. Critical Literacies 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 books and articles for you to select specific titles to read in a group that match your research interest.

ASSESSMENT AND EVALUATION

Activity	Description	Percentage
Class presentation	Oral presentation of outcomes and reflection on community investigation; presentation of curricular unit.	20%
Curricular Unit Due April 6	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. PPT presentations. In week #6 (March 16) 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 have 10 minutes for the presentation. It is highly recommended to monitor possible deficit discourses. <i>Moving out of deficit pedagogies.</i>	20%
Poster sessions Due May 18	In groups students choose to read a book on critical literacies from the list of books provided. The group will then present a poster.	20%
Final paper Due June 1	The final paper should include a review of literature on critical literacies; your own reflection about literacy practices and challenges in your educational context; 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%

Professional Journals:

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

LIST OF BOOKS AND CHAPTERS TO SELECT FROM FOR POSTER SESSIONS

1. Clavijo, A. & Ramirez, M. (2019). *Pedagogías de la comunidad a través de indagaciones locales en el contexto urbano de Bogotá*. Bogotá: Fondo UD
2. Clavijo, A. Quintana, A., Quintero, L.M. (2011). *Enseñanza del Inglés y Medios Digitales*. Universidad Distrital Francisco José de Caldas.
3. Clavijo, A. (2007). *Prácticas Innovadoras de Lectura y Escritura*. Bogotá: Universidad Distrital Francisco José de Caldas.
4. Comber, B. (2015). *Literacy, place, and pedagogies of possibility*. New York: Routledge.
5. Comber, B. & Anne Simpson (2001). *Negotiating Critical Literacies*. NY: Routledge, Taylor & Francis Group
6. Comber, B. & Kamler, B. (Eds.). (2005). *Turn-around Pedagogies: Literacy interventions for at-risk students*. Newtown, Australia: PETA.
7. Demarest, A. (2014). *Place-based curriculum design*. New York, NY: Taylor & Francis.
8. Di Stefano, M. (2017), Culture Bags and Latin@ Popular Culture Integrating Funds of Knowledge in a Dual Language Immersion Setting. In Karin Dejonge-kannan María Luisa Spicer-Escalante Elizabeth Abell, Aaron Salgado (Eds). *Perspectives on Effective Teaching in Dual Language Immersion and Foreign Language Classrooms*. Volumen 2. Logan, UT: Department of Languages, Philosophy, and Communication Studies of Utah State University.
9. Ellison, J., Blake Tenore (Eds). (2017). *Becoming Critical Teacher Educators. Narratives of Disruption, Possibility and Praxis*. London: Routledge
10. Freire, P., & Macedo, D. (2005). *Literacy: Reading the word and the world*. London: Routledge.
11. Janks, H. (2002). Critical Literacy: Beyond Reason. *The Australian Educational Researcher*. 29, pages 7–26.
12. Janks, H. (2017). Pathways to critical literacy. In Ellison, J., Blake Tenore (Eds). (2017). *Becoming Critical Teacher Educators. Narratives of Disruption, Possibility and Praxis*. London: Routledge
13. Kinloch, V. (Ed.) (2011). *Urban Literacies: Critical Perspectives on language learning and Community*, NY: Teachers College Press
14. Mills, K. (2016). Literacy theories for the digital age. Social, Critical, Multimodal, Spatial, Material and Sensory Lenses. Bristol, UK, Multilingual Matters.
15. 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>
16. Pandya, J. & JuliAnna Avila (2013). *Moving Critical Literacies Forward*. NY: Routledge, Taylor & Francis Group

17. Pennycook, A. (2010). *Language as a Local Practice*. London: Routledge.
18. Trigos-Carrillo, L., (2017). El centro de enseñanza y aprendizaje y los retos de la investigación en lectura y escritura en la educación superior en Latinoamérica. En Trigos-Carrillo, Lina, Carreño, Claudia Inés, García, Clara Inés, Álvarez, Inéride (Eds.). *Innovación y prácticas pedagógicas en la educación superior: Perspectivas teóricas, investigación y experiencias*. Bogotá: Universidad del Rosario.
19. Woods, A., Comber, B., & Iyer, R. (2015). Literacy learning: Designing and enacting inclusive pedagogical practices in classrooms. In Forlin, C. (Ed.). *Inclusive Pedagogy Across the Curriculum* (pp. 45-71). Emerald Group Publishing Limited.
<https://doi.org/10.1108/S1479-363620150000007009>

ACADEMIC EVENTS

Launching of Colombian Applied Linguistics Journal Vol. 22 No.1 Feria del Libro 2020. Abril 21-Mayo 5.

SEMINAR OUTLINE 2020-1

WEEK	TOPIC	KEY READINGS
1 February 10	Overview of the program and assignments Establishing connections between Critical Applied Linguistics and Critical Literacy (Pennycook, 2001)	Presenting the program and activities. Identifying graduate students educational contexts for teaching.
2 February 17	Examining the concept of deficit discourses as language teachers. Discussing Comber's readings	Comber, B. & Kamler, B. (2004). Getting out of Deficit: Pedagogies of reconnection. <i>Teaching Education</i> . 15 (3). 293-310.
3 February 24	A Sociocultural Approach to Literacy Funds of Knowledge in Literacy education https://www.youtube.com/watch?v=aWS0YBpGkkE https://www.youtube.com/watch?v=okyqK-KGJI0 https://www.youtube.com/watch?v=EnAmARNgKEw Whose needs do we address.? Assignment: 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.	Moll, L., Literacy Research in Community and Classrooms: A Sociocultural Approach.” In <i>Theoretical Models and Processes of Reading</i> , 4 th edition, ed. Robert B. Ruddell, Martha P. Ruddell, and Harry Singer. Newark, DE (pp. 179-207) Sayer, P. (2009). Using the linguistic landscape as a pedagogical resource. <i>ELT Journal Volume64/2</i> April 2010; doi:10.1093/elt/ccp051 143

<p>4 March 2</p>	<p>What is Literacy? Freire & Macedo CRITICAL LITERACIES & COMMUNITY PEDAGOGIES IN LATIN AMERICA BRASIL</p> <p>Whose needs are being addressed?</p>	<p>The importance of the act of Reading. Chapter 1.</p> <p>Literacy and Critical Pedagogy. Chapter 7.</p> <p>Optional readings http://newlearningonline.com/literacies/chapter-1/introduction-to-the-concept-of-literacies</p>
<p>5 March 9</p>	<p>Community based pedagogies in the local context: Explorations with teachers and implications in Teacher Education.</p> <p>COLOMBIA</p> <p>Whose needs do we address in our teaching.?</p>	<p>Reading assignments Clavijo, A. & Ramírez (2019) <i>Pedagogías de la Comunidad a través de investigaciones locales en el contexto urbano de Bogotá.</i></p> <p>Guest speaker, Daniel Calderón. <i>Neighborhoods as texts: Community-Based Pedagogies to foster English literacy and language learning.</i></p>
<p>6 March 16</p>	<p>Oral report on community mapping. How have we as teacher- researchers used students´ knowledge of local communities?</p>	<p>Report on community mapping.</p> <p>Sharkey, J., Clavijo, A. & Ramírez, M. (2016). <i>Developing a deeper understanding of community based pedagogies with teachers in Colombia. Journal of Teacher Education.</i> Pp.1-14</p> <p>Guest speaker: Prof. Maribel Ramírez</p>
<p>March 23</p>	<p>HOLIDAY</p>	
<p>7 March 30</p>	<p>Local Literacy practices for Social Justice COLOMBIA</p>	<p>READING THE COMMUNITY CRITICALLY IN THE DIGITAL AGE: A Multiliteracies Approach Rosa Alejandra Medina-Riveros University of Massachusetts-Amherst</p>

April 6-10	HOLY WEEK	
8 April 13	<p>City Literacies /COLOMBIA</p> <p>Draft of Curricular Unit Due Submit your 4-week curricular unit that will include a community project that explores community literacies with your students.</p>	<p>Mora, R.A. et al. (2018) English Literacies in Medellín. The City as Literacy. In S. Nichols, S. Dobson (eds.), <i>Learning Cities, Cultural Studies and Transdisciplinarity in Education 8</i>, Singapore: Springer Ltd.</p> <p>Guest speaker Dr. Raul Mora confirmed!</p>
9 April 20	<p>USING CRITICAL LITERACY IN BILINGUAL SPACES</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>
10 April 27	LOCAL LITERACIES IN LANGUAGE TEACHER EDUCATION	<p>Rodgers, R. (2014). Coaching Literacy Teachers as They Design Critical Literacy Practices.</p>
11 Mayo 4	<p>SOUTH AFRICA - HILLARY JANKS Wits University, South Africa Critical Literacies https://www.youtube.com/watch?v=OVaDXKPPupo</p>	<p>Janks (2012). The importance of critical literacy. <i>English Teaching: Practice and Critique</i> Janks (2019). Reading with and Against Curriculum Hilary Janks. (2014) Doing Critical Literacy. Introduction of Book</p>
12 Mayo 11	AUSTRALIA – Critical Literacies	<p>Barbara Comber (2017). <i>Literacy, place, and pedagogies of possibility</i>. Book . Guest speaker</p>
13 May 18	CRITICAL DIGITAL LITERACIES AS SOCIAL PRAXIS	<p>JuliAnna Ávila & Jessica Zacher Pandya (2013). Chs. 1, 2 & 3 Traveling, Textual Authority, and Transformation.</p>

14 May 25	Students present visually in a poster their understandings of key concepts found in reading groups and how they relate to a pedagogy of critical literacies	POSTER SESSIONS
15 Junio 1	Workshop on writing final paper	Students present outcomes of literacy activities implemented in curricular unit.
16 Junio 8	Final Paper due	

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DOI: 10.1080/15235882.2019.1675804
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- Clavijo, A. & González, 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
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