

Doctoral Seminar B: Early and Adult Literacy/Biliteracy
BLE/RDG 791 Spring 2004
Wednesday 4:40-7:30 Room EDB 205

Instructor of Record:

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BLE/RDG 791 A-D is a required seminar sequence for Language and Literacy doctoral students. These seminars include both intellectual and social/community purposes. The foundational intellectual content provided through these seminars is considered the “bare bones minimum” for students graduating with expertise in language and literacy.

Purpose of the Course BLE/RDG 791 B : This seminar will acquaint doctoral students with first-and second-language literacy research, theory and practice with a focus on emergent/early literacy and adult’s literacy. The course is organized around an overarching question: How has becoming literate been understood in recent history? Through course readings and discussions, you will become familiar with significant theorists and researchers in the field from the last decades to the present and will gain an overview of literacy development focusing on two extremes of development: early literacy and adult’s literacy. The Faculty of the Language and Literacy Interdisciplinary Program collaboratively developed this seminar and you will have the opportunity to interact with nine different professors over the semester:

Terrence Wiley, twiley@asu.edu, (480) 965-6357
Sarah Hudelson, sarahh@asu.edu, (480) 965-3306
Carole Edelsky, edelsky@asu.edu, (480) 965-3102.
Christian Faltis, cfaltis@asu.edu, (480) 965-4590
Billie Enz, bjenz@asu.edu, (480) 965-4284
James Christie, jchristie@asu.edu, (480) 965-2314
Josephine Young, joyoung@asu.edu, (480) 727-6747
Karen Smith, karen.smith2@asu.edu, (480) 727-7230

STUDENTS WITH DISABILITIES

I would like to hear from anyone who has a disability that may require some modification of seating or other class requirements so that I can make appropriate arrangements. Please, see me after class or during office hours.

Required Readings for first part of the course:

1. A package of articles on literacy and biliteracy (list included at the end) available from *The Alternative Copy Shop* in 715 S. Forest Ave., two blocks East from Mill Ave.
2. . Several articles on literacy and biliteracy (list included at the end) that will be distributed in class.

EXPECTATIONS- This is a one-credit course and it involves the following expectations:

Attendance and Participation: Because of the collaborative, participatory nature of this class, class members are expected to attend every class session and to come prepared by having completed the readings. Each person's unique responses and insights help our class reflect and grow in new ways. While participation styles will vary, preparation for and active participation in class and small group discussions are essential to the learning process. Full participation will require completing the readings, coming prepared to share your ideas on those readings, critically analyzing and discussing the required material, working actively in small groups with class members, and engaging in discussions in large and small groups. Reading and sharing in small groups and with the whole class help create and sustain our community of learners.

Journals Review: To help students familiarize themselves with the nature and content of a variety of scholarly journals which represent the field of literacy, students are expected to complete a review of two journals that focus on emergent literacy and a review of two journals of adult literacy. The list of journals will be provided in class along with details of the assignment.

GRADE: Students are evaluated on a Pass/Fail basis

	Topics	Readings	Professor
1/21	Writing Systems	Harris/Coulmas/and others	Wiley
1/28	Writing Systems	Harris/Coulmas/and others	Wiley
2/4	General Theory	Harste & Burke TORP, LADO	Hudelson & Edelsky
2/11	Behaviorism Open Court Video	Moats, Bloomfield Gee/Snow/Gee Teacher's Guides: Success for All Miami Linguistic Readers	Hudelson & Edelsky
2/18	Cognitive/Psycholinguistic	Ferreiro; K. Goodman	Martínez
2/25	Cognitive/Psycholinguistic	Edelsky & Jilbert; Smith; Clay	Edelsky
3/3	Cognitive/Psycholinguistic	Hudelson; Graves; Read Neuman & Roskos; Roskos & Christie	Hudelson Enz & J.Christie
3/10	Sociocultural	Street; Heath; Dyson; Scollon & Scollon	Faltis
3/24	- Sociocultural -Vygotskian perspectives in early childhood	Moll, et al; Martínez-Roldán Winsler; McDermott & Gospodinoff	Martínez;
3/31	Critical	Luke, Vasquez, Espinosa & Moore; Edelsky & Cherland	Edelsky
4/7	Adult Literacy	Freire	Smith & Young
4/14	AERA	Time for Independent Study	
4/21	Adult Literacy	Purcell-Gates, Degener, & Jacobson	Smith & Young
4/28	Adult Literacy & Wrap Up Semester	Castleton; Smith, M.C	Smith & Young

Changes to the Syllabus may be introduced as needed.

References by Day

1/21 & 1/28

- Harris, R. (1986). The origin of writing. London : Duckworth. Chapter Two: “They tyranny of the alphabet” (pp. 29-75) & Chapter Five: “The great invention” (pp. 122-157.)
- Kialmar, T. (2001). Ch 4: Making it legal: The social construction of hybrid alphabets. In . . . Lawrence Erlbaum.
- Andrews, C. (). The rosetta stone. British Museum Press.
- Language Files: The nature of writing

2/4

- Harste, J. C., & Burke, C. L. (1977). A new hypothesis for reading teacher research: Both teaching and learning of reading are theoretically based. In P. D. Pearson (Ed.), *Reading, Theory, Research, and Practice*. Twenty-Sixth Yearbook of the National Reading Conference (pp. 32-40). Mason Publishing.
- Theoretical Orientation to Reading Profile (TORP) DeFord, D. (1985). Validating the construct of theoretical orientation in reading instruction. *RRG*, 20, 351-367
- Lado, R. (1964) *Teaching Language: A scientific approach*. New York: McGraw Hill, chapter 13.

2/11

- Moats, L. C. (1999). *Teaching reading is rocket science” What expert teachers of reading should know and be able to do*. Washington , DC. American Federation of Teachers.
- Bloomfield, L., & Barnhart, C. (1961). *Let's Read: A Linguistic Approach* by Leonard Bloomfield and Clarence Barnhart. Detroit: Wayne State University Press. (Part 1: First Reading)
- Gee, J. P. (1999). Critical Issues: Reading and the New Literacy Studies: Reframing the National Academy of Sciences report on reading. *Journal of Literacy Research*, 31, 355-374.
- Snow, C. E. (2000). On the limits of reframing: Rereading the National Academy of Sciences report on reading. *Journal of Literacy Research*, 32, 113-120.
- Gee, J. P. (2000). The limits of reframing: A response to professor Snow. *Journal of Literacy Research*, 32, 121-128.
- Teacher’s Guides: Success for All & Miami Linguistic Readers (In class)

2/18

- Ferreiro, E. (1986). The interplay between information and assimilation in beginning literacy. In W. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and Reading* (pp. 15-49). Norwood, NJ: Ablex.
- Ferreiro, E. (1996). The acquisition of cultural objects: The case of written language. *Prospects*, 26 (1), 135-140.
- Goodman, K. (1994). Reading, writing, and written texts: A transactional sociopsycholinguistic view. In R. Rudell, M.R. Rudell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed), (pp. 1093-1130). Newark, DE: International Reading Association.
- Goodman, K., & Goodman, Y. (1981). To err is human. New York University Education Quarterly, 12 (4), 14-19.

2/25

- Edelsky, C., & Jilbert, K. (1985). Bilingual children and writing: Lessons for all of us. *Volta Review*, 87 (5), 57-72.

Smith, F. (1981). Demonstrations, engagement, and sensitivity. *Language Arts*, 58 (1), 103-112.
Clay

3/3

Hudelson, S. (1987). The role of native language literacy in the education of language minority children. *Language Arts*, 64, 827-841.

Read, C. (1975). *Children's categorizations of speech sounds in English*, (pp. 1-28). Urbana, Ill: NCTE.

Representing Graves's work:

Sowers, S. (1981). KDS CN RIT SUNR THN WE THINKK. In R. D. Walshe D. (Ed.), *Donald Graves in Australia: Children want to write . . .* (pp. 37-44). Rozelle NSW: Primary English Teaching Association.

Giacobbe, M. El. (1981). Who says that children can't write the first week of school? In R. D. Walshe D. (Ed.), *Donald Graves in Australia: Children want to write . . .* (pp. 99-103). Rozelle NSW: Primary English Teaching Association.

Neuman, S., & Roskos, K. (1997). Literacy knowledge n practice: Contexts of participation for young writers and readers. *Reading Research Quarterly*, 32, 10-31.

Roskos, K., & Christie, J. (2001). Examining the play-literacy interface: A critical review and future directions. *Journal of Early Childhood Literacy*, 1, 59-89.

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Street, B. V. (1999). The meanings of literacy. In D. A. Wanger, R. L. Venezky, & B. Street (Eds.), *Literacy: An international handbook* (pp. 34-40). Boulder, CO: Westview Press.

Heath, S.B. (1986). What no bedtime story means: Narrative skills at home and school. In B.B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures*, (pp. 97-124). NY: Cambridge University.

Dyson, A. H. (1999). Coach Bombay's kids learn to write: Children's appropriation of media material for school literacy. *Research in the Teaching of English*, 33, 367-402.

Scollon, R., & Scollon, S. B. K. (1980). Literacy as focused interaction. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 2 (2), 26-29.

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Moll, L.C., Diaz, S., Estrada, E., & Lopes, L. M. (1992). Making contexts: The social construction of lessons in two languages. In M. Saravia-Shore & S.F. Arvizu (Eds.), *Cross-cultural literacy: Ethnographies of communication in multiethnic classrooms* (pp. 339-366). NY: Garland Publishing.

Martínez-Roldán, C. (2003). Building worlds and identities: A case study of the role of narratives in bilingual literature discussions. *Research in the Teaching of English*, 37, 491-526.

Winsler, A. (2003). Introduction to the special issue: Vygotskian perspectives in early childhood education. *Early Education and Development*, 14, 253-269.

McDermott, R. P. & Gospodinoff, K. (1981). Social contexts for ethnic borders and school failure. In H. Trueba, G. Guthrie, & K. Au (Eds.), *Culture and the bilingual classroom* (pp. 212-230). Ramley, MA: Newherey House.

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Luke, A., & Kale, J. (1997). Learning through difference: Cultural practices in early childhood language socialization. In E. Gregory (Ed.), *One child, many worlds: Early learning in multicultural communities*, (pp. 11-29). New York: Teachers College.

Vasquez, V. (2001) Constructing a critical curriculum with young children. In B. Comber & A. Simpson (Eds.), *Negotiating Critical Literacies in Classrooms* (pp.55-81). New Jersey, Lawrence Erlbaum Associates.

Espinosa, C., & Moore, K. (1999). Understanding and transforming the meaning of our lives through poetry, biographies, and songs. In C. Edelsky (ed.), *Making justice our project* (pp. 37-54), Urbana, Ill: National Council of Teachers of English.

Edelsky, C., & Cherland, M. R. (In press, 2003). A critical issue in critical literacy: The "popularity effect." In R. E. White & K. Cooper (Eds.), *The practical educator*.

4/7

Freire, P. 1970. *Pedagogy of the oppressed*. New York: Continuum.

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Purcell-Gates, V., Degener, S., & Jacobson, E. 2002. Impact of authentic adult literacy instruction on adult literacy practices. *Reading Research Quarterly* 37 (1): 70-92.

4/28

Castleton, G. 2002. Workplace literacy as a contested site of educational activity. *Journal of Adolescent & Adult Literacy* 45 (7): 556-566

Smith, M.C. 2002. Adult literacy. In B. Guzzetti (Ed.), *Literacy in American: An encyclopedia of history, theory, and practice*, (pp.19-28). Santa Barbara, CA: ABC Clio.

Supplementary readings:

DeFord, D. (1981) Literacy, reading, writing and other essentials. *Language Arts*, 58, 652-658.

Goodman, K. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, 6, (4), 127-135.

Halliday, M. A. K. (1990). *Linguistic perspectives on literacy: A systemic-functional approach*. Paper presented to The Inaugural System Network Conference "Literacy in Social Processes," Geelong, Victoria: Deakin University.