Introduction to Literacy Studies
Writing 495/595
Course credits (4)
PreReq: Upper Division Standing

Literacy studies in multidisciplinary contexts. Examines historical, theoretical, and practical relationships among reading, writing, language, culture, and schooling.

WR 495 student learning outcomes:
Students who successfully complete this course will be able to:
1. analyze key developments/transitions in the history of literacy from scribal to digital eras, including differences between reading and writing
2. define and contextualize competing theories of literacy, including “autonomous” and socio-cultural constructs;
3. recognize implications of conflicting definitions of literacy for pedagogical practices;
4. write and analyze narratives of literacy in digital and print environments
5. practice interdisciplinary research methodologies and techniques of literacy studies, using print and nonprint sources.

WR 595 student learning outcomes:
1. demonstrate theoretical knowledge of literacy studies in cultural and critical frameworks;
2. demonstrate critical writing strategies for longer, publishable papers appropriate to graduate study in the field.

Requirements:
This is a writing and reading intensive course in which you will be evaluated on formal and informal writing, attendance and participation, and a final exam.

Evaluation of student performance for WR 495:
Essay #1 (15%); Essay #2, research or literacy narrative analysis (35%); Information literacy research assignments (15%); informal writing (15%); final exam (20%);

Evaluation of student performance for WR 595:
Essay #1 (15%) Essay #2 (35%); presentation (15%); information literacy assignments # 1 and #2 (15%); final exam (20%)

Differentiation: Graduate students will be asked to write papers of substantially greater length and depth, incorporating literacy research practices appropriate to publication in the field. As a result of meeting separately as a group with the instructor, graduate students will also give a class presentation on theoretical underpinnings of literacy studies in a format appropriate to professional conference settings (roundtable, online demonstrations, etc.)

Statement regarding students with disabilities:
Accommodations are collaborative efforts between students, faculty, and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible
for contacting the faculty member prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

Statement regarding student conduct:
It is expected that all work turned in for evaluation is your individual work unless you are given instructions for joint projects, and that you understand how to use MLA style and reference others’ work (from journals, books, and websites) in order to avoid plagiarism. University expectations for student conduct appear at http://oregonstate.edu/admin/stucon/achon/htm

Required Texts:
- Brandt, Literacy in American Lives
- Manguel, The History of Reading (available by Ap 2)
- Villaneuva, Bootstraps: From an American Academic of Color
- Yezierska, Hungry Hearts
- Cushman, The Struggle and the Tools (do not purchase yet)
- Digital/information literacy component—there will be a group of professional articles accessible online.

Syllabus/Reading Schedule – complete yet tentative—there may be changes

I. Histories and ethnographies of literacy (Weeks 1-3)

Recommended reading (esp. graduate students):
- Lisa Gitelman, Scripts, Grooves, and Writing Machines: Representing Technology in the Edison Era (reserve by Ap 2)
- http://transliteracies.english.ucsb.edu/category/research-project/definition-of-online-reading

M Mar 31 introduction: historicizing and analyzing literate practices
- first information literacy assignment:
  assignment: literacy “signs of times” (due Ap 7)

W Ap 2 history of literacy and “new” literacies
- Lankshear and Knobel, “From ‘Reading’ to the ‘New Literacy Studies’”
  - Ong, “Writing is a Technology” (handouts, 1st day)


M Ap 7 histories of literacy: books and readers
- Manguel, History of Reading (sections 1-52 above)
  *ALL: reading report due: Literacy “Signs of the Times” (assignment attached)
W  Ap 9  histories of literacy (cont)
    Manguel, *History of Reading* (continued, to end)
    Faigley, “The Paradox of Alphabetic Literacy”
    *first essay assigned: literacy narrative

F  Ap 11  cultural/critical literacy
    Purves, “From the Dordogne Valley to Silicon Valley”
    (handout)
    Foucault, “The Examination” (handout)

M  Ap 14  literacy and ethnography: differences between reading and writing:
    Brandt, *Literacy in American Lives* 1-24 (esp 17-21), and
    146-68
W  Ap 16  Brandt, 73-104

F  Ap 18  graduate meeting, reading TBA
    ALL: reading reports due on Brandt

II. Reading literacy narratives in literature, film, and auto/ethnographies (weeks 4-7)

M  Ap 21  reading literacy narrative: Eldred and Mortensen,
    “Reading Literacy Narrative” and Scribner,
    “Literacy in Three Metaphors”

F  Ap 25  graduate meeting: teaching w/literacy narrative:
    Susan DeRosa, “Literacy Narratives as Genres of
    Possibility: Students’ Voices,
    Reflective Writing, and Rhetorical Awareness”
    (blackboard)

    *ALL: literacy narrative due
W  Ap 30  *Bootstraps*, pages TBA

F  Ma 2  *Bootstraps* to end  *literacy narrative due by or before this date*
    *ALL: reading reports due Villanueva

M  Ma 5  Cixous, literacy and feminist social movements
    *Rootprints*, 1-36; “The Laugh of the Medusa”
    (handout)
W  Ma 7  Cixous, *Rootprints*, 179-206
III. literacy narrative and community literacy - weeks 7-8
M  Ma 12  Cushman, *The Struggle and the Tools*, 1-37
W  Ma 14  Cushman, 67-119
F  Ma 16  community literacy and service learning in composition
    * reading reports due on Cushman
M  Ma 19  community literacy guest speaker
W  Ma 21  analysis of a literacy narrative: review
F  Ma 23  graduate meeting (reading TBA)

IV. cyber-narratives: literacy as performance in the information age (week 9)
(gobal/local/virtual, identity tourism and digital performance, the online museum of half-hacker-half bard )


M  Ma 26  Danielle deVoss and Cynthia L. Selfe, “This Page is Under Construction” Pedagogy 2 (2001) : 31-48
    Nakamura, Lisa. “Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet”
    Ju Gosling, “My Not-so-Secret Life” (accessible under the title on Gosling’s website http://www.ju90.co.uk)
W  Ma 28  Henry Jenkins, “Why Heather Can Write”
F  Ma 30  *ALL: Analysis of a literacy narrative due
M  Ju 2   graduate presentations
W  Ju 4   graduate presentations
F  Ju 6   exam review

Final Exam Week: June 9-13; for this class final exam is Tuesday, June 10, 6:00 pm