A detailed model syllabus is presented for a general introduction to literacy studies from linguistic and sociocultural perspectives. Topics included the relationship between oral and written language, acquisition of literacy, bilingual literacy, the relationship between literacy and socioeconomic/sociopolitical factors, and the impact of societal expectations on literacy. The course was cross-listed with the Departments of Education, Psychology, and Linguistics. Texts used in the course and reading assignments by topic are listed, and an extensive, selective bibliography is included. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)
A Model Syllabus for
LITERACY AND LINGUISTICS
(ED P 578/LING 575)
with a Selected Bibliography

Developed by
Terrence Wiley, Ph.D.,
Joint Professor of Applied Linguistics & Multicultural Education,
College of Education, California State University Long Beach

Course Description: A general introduction to the field of literacy studies from linguistic and sociocultural perspectives. Among the major topics presented are the relationships between oral and written language; the acquisition of literacy; biliteracy; the relationship between literacy and socioeconomic/sociopolitical factors; and the impact of societal expectations on literacy. Pedagogical implications of these issues are explored. (This course is cross-listed in the Departments of Educational Psychology and Linguistics.)

Texts: The majority of the required and student-selected readings will be drawn from the following texts. There will be some required supplementary readings beyond those in these texts (See the "Major Units" section for specific assessments.)

Required:

Focused Reading Selections (choose ONE of the following):
**COURSE GOALS**

Students completing this course should be able to demonstrate knowledge of:

* issues in defining and measuring literacy/biliteracy;
* major theoretical and practical issues regarding literacy/biliteracy;
* issues regarding the purported cognitive and social consequences of literacy/illiteracy;
* social and cultural functions of literacy/biliteracy;
* sociocultural factors related to the acquisition of literacy/biliteracy;
* socioeconomic, sociopolitical, and historical issues related to literacy/biliteracy;
* relationships and differences between oral and written language;
* theoretical issues regarding the relationships between L1 literacy and the development of L2 literacy and biliteracy;
* contemporary instructional models and approaches to the promotion of literacy/biliteracy (K-12 or adult as appropriate),

Students should also demonstrate the ability to:

* maintain a critical stance toward the subject matter and their own positions,
* formulate and defend their theoretical orientations and operational definitions of, and instructional approaches, for promoting literacy/biliteracy.

**GRADING**

Grades will be based on a combination of quality and quantity of work completed. Grades will be based on the following types of assignments and activities (specific weights of these assignments and activities to be announced).

**Essay Exams.** Essay exams will be based on selected required readings. Study guides will be provided in advance.

**Reading Discussion/Reports:** Each student will review (in writing) and briefly report on *TWO* reading selections (e.g., an article or book chapter from the recommended readings, articles not assigned in required texts, or from the selected bibliography) and will provide (1) a synopsis of the selections, (2) an indication of their implications and linkage to related literature, and (3) a brief evaluation of the selections (establish criteria for the evaluation). Students provide handouts for the class (approximately 3-4 pages in length, single-spaced, typed; additional guidelines TBA).

**Focused Reading Reviews.** Students will submit a written review and a brief oral report on *ONE* of the *choice* readings. The oral component may be done as part of a team presentation (specific guidelines TBA).

**Literacy Report.** Students will report orally and in writing on one of the following (1) a visit to a literacy program, or (2) a presentation at TESOL, CATESOL, CABE, NABE, AAAL, IRA, AERA, or related conferences (specific guidelines TBA).

**Semester Project:** Students attempting to receive a grade of "A" must submit (in writing and briefly report on) a critical literature review of an issue or question related to course themes or undertake an analysis of a literacy policy. Topics should be negotiated with the instructor. Papers will: (1) identify a problem, question, or issue related to a course theme; (2) explain of the relevance/importance of the literature being reviewed (3) review the relevant literature (specific guidelines TBA.)
MAJOR TOPICS

1. Introduction and Common Myths / Stereotypes about Literacy and Language Diversity

Introduction and Overview of Readings and Assignments.

Readings:
McKay (1993): The plurality of literacies, in *Agendas for second language literacy*.
Wiley (in press). Common myths and stereotypes about literacy and language diversity. In *Literacy and language diversity in the United States* (Ch. 2).

2. Theoretical Orientations and Schisms

Readings:
Goody, J. & I. Watt (1988). The Consequences of literacy. In E.R. Kintgen et al. (Eds.), *Perspectives on literacy* (Ch. 1).
Ong, W.J. (1988). Some psychodynamics of orality. In E.R. Kintgen et al. (Eds.), *Perspectives on literacy* (Ch. 1).
Wiley (in press). Literacy and the great-divide: Cognitive or social? In *Literacy and language diversity in the United States* (Ch. 3).

Recommended:
Gough, K. (1988). Implications of literacy in traditional China and India. In E.R. Kintgen et al. (Eds.), *Perspectives on literacy* (Ch. 3).
Graff, H.J. (1988). The legacies of literacy. In E.R. Kintgen et al. (Eds.), *Perspectives on literacy* (Ch. 5).
Havelock, E.A. (1988). The coming of literate communication to Western culture. In E.R. Kintgen et al. (Eds.), *Perspectives on literacy* (Ch. 8).
3. Historical and Contemporary Sociopolitical Views of Literacy Development

Readings:
Kastle, C.F. (1988). The history of literacy and the history of readers. In E.R. Kintgen et al. (Eds.), Perspectives on literacy (Ch. 7).
Mckay (1993): Sociopolitical agendas for second language literacy, in Agendas for second language literacy (Ch. 2).

Recommended:

4. The Ethnography of Literacy and Socialization for School-Based Literacy Practices

Readings:
Szwed, J.F. (1988). The ethnography of literacy. In E.R. Kintgen et al. (Eds.), Perspectives on literacy (Ch. 20).
Goodman, Y. (1988). The development of initial literacy. In E.R. Kintgen et al. (Eds.), Perspectives on literacy (Ch. 21).
Erickson, F. (1988). School literacy, reasoning, and civility: An anthropologist's perspective. In E.R. Kintgen et al. (Eds.), Perspectives on literacy (Ch. 13).
Wiley (in press). Literacy and language diversity in socio-cultural context, in Literacy and language diversity in the United States (Ch. 7).

Recommended:
5. Family Literacy and Language Diversity

Mckay (1993): Chapter 4: Family agendas for second language literacy, in *Agendas for second language literacy* (Ch. 4).


Weinstein-Shr. Literacy and second language learning: A family agenda. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 111-112).

Recommended:


Take-home Essay Exam # 1 (covers topics 1-5)

6. Multilingualism, Language Variation in English, and Literacy Planning


Recommended:
Saxena (1994). Literacies among the Punjabis in Southhall (Britain). In J. Maybin (Ed.), Language and literacy in social practice (pp. 96-116).

7. National Literacy Assessments and Literacy/Biliteracy

Wiley (in press): Defining and measuring literacy: Uses and abuses. In Literacy and language diversity in the United States (Ch. 4).

Recommended:

8. Literacy and Economic Issues

McKay (1993): Economic agendas for second language literacy, in Agendas for second language literacy (Ch. 3).
Wiley (in press). Literacy, schooling, and the socio-economic divide. Literacy and language diversity in the United States (Ch. 5).
9. Issues in Adolescent and Adult Language Minority Literacy

Mckay (1993): Educational agendas for second language literacy, in *Agendas for second language literacy* (Ch. 5).


Recommended:


Wrigley and Guth (1992). Native language literacy, Chapter 5 in *Bring literacy to life: Issues and options in adult literacy*.

10. Toward Effective Policies and Practices for Inclusion in Adult Language Minority Literacy

Mckay (1993): Agendas for second language literacy, literacy, in *Agendas for second language literacy* (Ch. 6).


Recommended:


Take-home Exam # 2 (covers topics 6-10)
FOCUSED READING SELECTIONS

CHOICE SELECTION I: Issues in K-12 Education: Whole Language and Critical Pedagogy


CHOICE SELECTION II: Issues in Adult ESL Literacy

Weinstein-Shr, G. (Ed.) (1993). *TESOL Quarterly*, vol. 27(no. 3). (Recommended for students specializing in adult ESL literacy).

CHOICE SELECTION III: Case Studies in the Ethnography of Literacy


CHOICE SELECTION IV: Participatory Approaches in Adult ESL Literacy


CHOICE SELECTION V: Contemporary Issues in Adult ESL Literacy


STUDENT PRESENTATIONS

1. Focused Reading Reviews (dates to be scheduled)
2. Literacy Reports (dates to be scheduled)
3. Semester Projects (dates to be scheduled)
Selected Bibliography


*Journal of Education* (Winter 1983), 165(1). (Special issue on literacy and ideology.)


Review of Educational Research (Winter 1984) 5(4). (Special issue on literacy.)


