

Critical Readings in Language, Literacy and Culture, Part I (IL 3012)
Fall 2018
Syllabus

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Class Meetings: 9/8, 10/6, 11/3 (1-5pm)
Class Location: WWPH 5511

*The syllabus online is the official syllabus for this course. Updated versions will be identified as “Revised Syllabus” with date. **The most recent changes will be highlighted.***

Program Description

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this dedication to excellence. The EdD program prepares working professionals to become leader scholar practitioners who are committed to applying their intellectual and practical skills to address and mitigate enduring problems of practice affecting children, families, and communities.

The goals of the University of Pittsburgh EdD program are:

- To prepare **transformational leaders** who work across educational systems, governmental and nongovernmental agencies, community-based organizations, research and development institutes, health care organizations, and human service agencies in the U.S. and abroad
- To prepare **leader scholar practitioners** who understand how to engage in scholarly inquiry for the purpose of effecting improvements in those contexts
- To prepare leaders who can manage **continuous improvement**, our signature pedagogy, in their organizations
- To offer an **interdisciplinary perspective** through courses that are created and taught by faculty across departments in the School of Education
- To promote **collaborative learning**, shared experiences, and interdisciplinary knowledge building through a cohort structure

Course Description

This course will provide you with opportunities to explore research and theory related to language, literacy, and culture. This will support your development of your focal problem of practice and your development as a leader scholar practitioner. As a class, we will investigate the following questions:

- What are some of the ongoing scholarly conversations in education related to language, literacy, and culture?

- How do issues of language, literacy, and culture relate to persistent problems in education today?
- How can a focus on language, literacy, and culture be a lever for change in varied educational contexts?
- How are you developing as a leader scholar practitioner of literacy, language, and culture?

Course Modules

The course is organized into four modules.

Module 1. Examining and envisioning LLC-focused leader scholar practitioner identities and possibilities

- How are you already a leader? How could you grow as a leader?
 - What opportunities and challenges exist related to your assuming a leadership role in your professional place of practice?
 - How have you demonstrated leadership in your place of practice?
- What are other models of leader scholar practitioners? How do these representations affirm, challenge, or extend your perspectives and current identities?

Module 2. Considering literacy, language, and culture

- What is literacy? What is language? What is culture?
- How are these constructs interrelated?

Module 3. Representing problem spaces of language, literacy, and culture in places of practice

- How are problems of literacy, language, and culture represented? How ought we represent problems of literacy, language, and culture?
 - Identifying problems and their potential sources
 - Representing people and communities
 - Attending to contexts

Module 4. Developing your focal problem of practice

- What is the scholarly conversation related to your problem of practice?
 - What has been done to address the problem in other places of practice?
 - What has been learned about this problem?
 - What theories, practices, policies, and contested ideas have emerged?
- What choices will you make about how to articulate your problem of practice?
 - How will you represent the people involved and their communities?
 - Where will you locate the problem? How will you attend to the contexts and systems related to your problem?
 - What evidence are you using to determine that there is a problem?

Required books:

- Graff, G., & Birkenstein, C. (2014). *"They say/I say": The moves that matter in academic writing* (3rd ed.). New York: W. W. Norton.
- Mintrop, R. (2016). *Design-based school improvement: A practical guide for education leaders*. Cambridge, MA: Harvard Education Press.

Recommended book:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

List of articles/chapters (all available online):

- Carruthers, M. (Producer). (2018, July 2). How language affects how you think. *Something you should know* [Audio podcast]. Retrieved from <http://www.somethingyoushouldknow.net/187-how-language-affects-how-you-think-the-fascinating-way-emotions-determine-your-success/>
- Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298.
- Dutro, E., Selland, M. K., & Bien, A. C. (2013). Revealing writing, concealing writers: High-stakes assessment in an urban elementary classroom. *Journal of Literacy Research*, 45(2), 99-141.
- Frankel, K. K., Becker, B. L. C., Rowe, M. W., & Pearson, D. P. (2016). From "What is Reading?" to what is literacy? *Journal of Education*, 196(3), 7-17.
- Howard, T. G. (2010). Chapter 3: Culture. *Why race and class matter in schools: Closing the achievement gap in America's classrooms*. New York, NY: Teachers College Press.
- Learned, J. E. (2016). "The behavior kids": Examining the conflation of youth reading difficulty and behavior problem positioning among school institutional contexts. *American Educational Research Journal*, 53(5), 1271-1309.
- Milner, H. R. (2012). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36(7), 388-400.
- Storm, S. (2016). Teacher-researcher-leaders: Intellectuals for social justice. *Schools: Studies in Education*, 13(1), 57-75.

Course Assignments

Assignments	Point Value
Weekly participation and online discussion	50
Analytic response to online discussion posts	20
Annotated bibliography (v.1)	40
Revised fishbone diagram (v.2)	20
Problem of practice statement (v.2)	40
Reflective letter to faculty	10
Total	180

Course Policies

Course Attendance and Participation

You are expected to read all assigned readings and participate in discussions or activities for which the readings serve as a springboard. You will be expected to integrate aspects of readings into your major assignments.

Our class will build on readings, discussions, your knowledge of schools, and your personal and collaborative reflections. As a result, your engagement in our class activities is important not only for your own learning, but also for the learning of others in the class. Thus, I will evaluate your online and in-class participation. Participation can take many forms. I will evaluate you holistically across these categories to determine whether you have earned the full number of points each week:

- Attendance
- Thoughtful, prepared, and courteous participation in whole- and small-group activities and in online conversations (including evidence of having completed readings)
- Collaborative work throughout the semester

Because so much of our class will happen online, a major part of your participation grade will come from your weekly online interactions with classmates. Each week, you should strive to engage with their ideas in ways that are substantive and generative. To be specific:

- You will earn participation points for the week by engaging with the substance of your classmates' ideas. This could include activity such as: writing a paragraph-length comment stating exactly what you agree with and why, a back and forth discussion about the meaning of a phrase in an article, connecting the ideas of two or more people, or posing and considering questions about how the weekly readings relate across weeks or across courses.
- You will not earn participation points for the week by adding superficial or very brief comments to a classmate's post. Writing a one-sentence comment that you agree with a classmate's idea, for example, is not a bad thing to do, but it does not meet the minimum bar for scholarly online conversation.

Remember, this is a professional course as well as an academic course. As part of course participation you should be demonstrating that you are learning and applying professional standards generally expected of educators in matters of timeliness, personal presentation, and general conduct.

Edd Attendance Policy

Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only a few times throughout the term. So, missing one of those sessions constitutes a significant portion of the time for face-to-face interaction with instructors and peers.

Although you are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a **required work-related commitment, illness, or an emergency**. In such cases, you should contact me to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, please follow the following instructions:

1. Email me with the reason for missing the class. Copy Harriet Wortzman (hrp9@pitt.edu) and your advisor on the email.
2. Complete the make up requirements for missed classes within one week or as arranged with me.
3. Adhere to the acceptable reasons for missing class outlined in the policy above.

Grading

Grades will be assigned on the basis of both process and product. The grading scale is:

A	94-100 points	C+	78-79 points
A-	90-93 points	C	74-77 points
B+	88-89 points	C-	70-73 points
B	84-87 points	F	0-69 points
B-	80-83 points		

Late Assignment Policy

The nature and pace of this course requires that you do not fall behind in assignments. If an extension is needed for an assignment, this must be arranged before the due date and will be granted for only the most extenuating of circumstances. Points will be deducted for late assignments.

Revising Assignments

You may revise and resubmit any major assignment once. Resubmissions must be submitted **within 2 weeks** of receiving the graded assignment. When submitting a revised assignment, use track changes to digitally highlight your revisions in the document. *NOTE: Assignments due within the last two weeks of the course cannot be revised.*

Academic Integrity

Academic integrity is a key component of professionalism. You are expected to adhere to standards of academic honesty. Cheating, plagiarism, or other acts of academic dishonesty will result in disciplinary action. For more on University guidelines on academic integrity, see <http://provost.pitt.edu/faculty-resources/academic-integrity-freedom/academic-integrity-guidelines>.

Grievance Policy

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University's Academic Integrity Guidelines at: <http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>

Diversity and Inclusion Statement

I welcome students of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Accommodations

For Disability

If you require special accommodations or classroom modifications, then please notify both me and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located in 140 William Pitt Union (412-648-7890 [voice or TDD]), and their website is at: <http://www.drs.pitt.edu>. If you have a physical, learning, or emotional disability, please let me know as early as you can so that I can accommodate you.

For Religious Observances

If a class session or due date conflicts with your religious holidays, please notify me of which dates will pose a conflict no later than the second week of class so we can make alternative arrangements. Your absence due to religious holidays will not harm your grade in the course.

For Other Special Circumstances

If there are other circumstances that may impact your success, please contact me as soon as possible to schedule an appointment so that we can discuss them.

Course Schedule

Week	Date	Guiding Questions	Readings to Complete	Assignments Due
Module 1: Examining and envisioning leader scholar practitioner identities and possibilities				
1	Aug. 27- Sept. 2 <i>Online</i>	<ul style="list-style-type: none"> • How have you already demonstrated leadership in your place of practice? • What opportunities and challenges exist for you as you develop your capacity to assume a leadership role in relation to literacy and language education? • In your context, how is leadership related to identifying and acting on problems of practice? 	<ul style="list-style-type: none"> • Reread Mintrop (2016), pp. 1-42 	<ul style="list-style-type: none"> • Online post (due Sunday, 9/2)
2	Sept. 3-9 <i>Online</i> Sept. 8 <i>On campus</i>	<ul style="list-style-type: none"> • According to Storm, what does it mean to be a leader scholar practitioner? • How does Storm’s article affirm, challenge, or extend your perspectives and current identities? 	<ul style="list-style-type: none"> • Storm (2016) 	<ul style="list-style-type: none"> • Online post (due Friday, 9/7)
Module 2: Considering literacy, language, and culture				
3	Sept. 10-16 <i>Online</i>	<ul style="list-style-type: none"> • What is literacy? <ul style="list-style-type: none"> • Consider: How does Frankel’s description of “literacy” affirm, challenge, or extend your previous ideas about literacy? 	<ul style="list-style-type: none"> • Frankel et al (2016) 	<ul style="list-style-type: none"> • Online post (due Sunday, 9/16) • Schedule a meeting to be held with your advisor in October/early November. At the meeting, you will generate a list of readings that you will complete by the end of the

				semester
4	Sept. 17-23 <i>Online</i>	<ul style="list-style-type: none"> • What is language? How does it relate to literacy? <ul style="list-style-type: none"> • Consider: How do the ideas about language in the podcast relate to the ideas in Frankel et al (2016)? 	<ul style="list-style-type: none"> • How language affects how you think [Podcast] (2018), minutes 3:40-22:00 • Reread Frankel et al, paying close attention to references to language 	<ul style="list-style-type: none"> • Online post (due Sunday, 9/23)
5	Sept. 24-30 <i>Online</i>	<ul style="list-style-type: none"> • What is culture? How does it relate to language and literacy? <ul style="list-style-type: none"> • Consider: How does Howard's explanation about culture relate to the ideas in the podcast and those of Frankel? 	<ul style="list-style-type: none"> • Howard, Ch. 3, pp. 51-67 • Reread Frankel et al, paying close attention to references to cultural groups, practices, and identities 	<ul style="list-style-type: none"> • Online post (due Sunday, 9/30) • EMILY: Week 4 analytic response (due Sunday, 9/30)
6	Oct. 1-Oct. 7 <i>Online</i>	<ul style="list-style-type: none"> • How do you see literacies, languages, and cultures intersecting in these two brief classroom descriptions? • Consider: How will literacy, language, and culture matter for your developing PoP? How might the way you define them affect the types of problems you see, the types of data you collect, and the types of results you generate? 	<ul style="list-style-type: none"> • Delpit, 1988, pp. 293-294 and 294-295 • Reread Storm (2016) for class on 10/6 	<ul style="list-style-type: none"> • Online post (due Friday, 10/5) • Bring printed copy of Storm (2016) to class • STEVE: Week 5 analytic response (due Sunday, 10/7)
	Oct. 6 <i>On campus</i>			
Module 3: Representing LLC problem spaces in schools				
7	Oct. 8-14 <i>Online</i>	<ul style="list-style-type: none"> • According to Milner, what are the dangers (related to race and culture) of conducting research in schools? • How can Milner's framework help you think about yourself, your place of practice, and your developing PoP? • What possibilities do you see about how you could represent 	<ul style="list-style-type: none"> • Milner (2012) 	<ul style="list-style-type: none"> • Online post (due Sunday, 10/14) • DENISE: Week 6 analytic response (due Sunday, 10/14)

		the people and communities involved in your emerging PoP? What dangers exist for you as you make these decisions?		
8	Oct. 15-21 <i>Online</i>	<ul style="list-style-type: none"> • In this study, what did assessment scores reveal about who the focal young people were as literate beings? What did they mask? • If you were an educator in this school, what might you want to focus on as your problem of practice? If you only considered the test scores, how might you have thought about the problem differently? • What sources of evidence are you using to identify the presence of a problem? What does your evidence allow you to see most clearly? What could it be masking? 	<ul style="list-style-type: none"> • Dutro, Selland, & Bien (2013) 	<ul style="list-style-type: none"> • Online post (due Sunday, 10/21) • RACHEL: Week 7 analytic response (due Sunday, 10/21)
9	Oct. 22-28 <i>Online</i>	<ul style="list-style-type: none"> • In this study, what were the relationships between students' literacy and language practices and the institutional processes of schooling (e.g., tracking)? What were the consequences for young people? • If you were an educator in this school, what might you want to focus on as your problem of practice? • How might the institutional practices and norms of schooling be producing or shaping your problem of practice? 	<ul style="list-style-type: none"> • Learned (2016) 	<ul style="list-style-type: none"> • Online post (due Sunday, 10/28) • LISA: Week 8 analytic response (due Sunday, 10/28)
10	Oct. 29-Nov. 4	<ul style="list-style-type: none"> • What would you say are the exemplary features of Lorraine's PoP statement? <ul style="list-style-type: none"> • Consider: how is she 	<ul style="list-style-type: none"> • Lorraine's PoP statement 	<ul style="list-style-type: none"> • Online post (due Friday, 11/2) • Post list of

		<p>representing literacy, language, and culture? How is she naming the problem, the people and communities involved, and the contexts involved?</p> <ul style="list-style-type: none"> • What questions does this bring up for you about your PoP? 		<p>sources you will read for your annotated bibliography (due Friday, 11/2)</p> <ul style="list-style-type: none"> • Bring printed copy of Lorraine's PoP statement to class • Bring printed, double-spaced 1-3 sentence articulation of your current PoP • CHIARA: Week 9 analytic response (due Sunday, 11/4)
	<p>Nov. 3 On campus</p>			

Module 4: Developing your PoP statement using relevant scholarship

11	<p>Nov. 5-11 Online</p>	<ul style="list-style-type: none"> • What has been learned about your focal problem? • What theories, practices, policies, and contested ideas have emerged related to your focal problem? 	<ul style="list-style-type: none"> • Choice readings determined in consultation with your advisor 	
12	<p>Nov. 12-18 Online</p>	<ul style="list-style-type: none"> • What has been done to address your focal problem in other contexts? 	<ul style="list-style-type: none"> • Choice readings determined in consultation with your advisor 	
13	<p>Nov. 19-25 Online</p>		<ul style="list-style-type: none"> • Choice readings determined in consultation with your advisor 	<ul style="list-style-type: none"> •
14	<p>Nov. 26- Dec. 2 Online</p>	<ul style="list-style-type: none"> • What is your Problem of Practice (PoP)? • What is your developing rationale for your PoP? 	<ul style="list-style-type: none"> • Reread summer materials on improvement science, example PoP statements, and choice readings 	<ul style="list-style-type: none"> • Annotated bibliography (due Sunday, 12/2)

15	Dec. 3-9 <i>Online</i>		<ul style="list-style-type: none"> Reread summer materials on improvement science, example PoP statements, and choice readings 	<ul style="list-style-type: none"> Fishbone diagram and problem of practice statement due (Sunday, 12/9)
16	Dec. 10-16 <i>Online</i>			<ul style="list-style-type: none"> Revised problem of practice statement (due Sunday, 12/16) Reflective letter to faculty (due Sunday, 12/16) Course evaluation (due Sunday, 12/16)

Online Discussion Post Guidelines

You will have 9 informal online discussion posts to complete this semester. “Informal” in this context means that each post should be thoughtful and reflect your careful consideration of the week’s readings; yet, it is perfectly acceptable to pose ideas or ask questions that are unresolved and to make personal connections with the readings.

As you write each post, you may directly respond to some or all of the weekly questions written in the course schedule. You may also consider the questions below as you reflect:

- What new questions does this reading bring up for you?
- How does the reading relate to your problem of practice or your professional work more broadly?
- How does the reading *support* your pre-existing ideas/commitments/beliefs/practices?
- How does the reading *challenge* your pre-existing ideas/commitments/beliefs/practices?
- How does the reading *extend* your thinking (about academic concepts or about your developing PoP)?

Because these posts will form the foundation of our online community, I expect that you will read and build upon one another’s ideas. The best online conversations are those that invite and celebrate divergent ways of thinking, so you should seek to “carry the ball” somewhere new when you pick it up. When drawing from the ideas of others, its good practice to acknowledge their contribution to your thinking.

Estimated length per post: 250 words (1 double-spaced page)

Analytic Response Guidelines

You will be responsible for formally synthesizing and responding to your classmates' online posts once this semester. During our first in-class meeting, you will sign up for one week.

To complete this assignment, you should:

- Carefully read and consider the posts that your classmates have written in response to the weekly readings.
- Write a 2-3 page discussion (~750 words) that summarizes major points of agreement and disagreement evident in your classmates' posts AND develops an idea that extends the conversation. For example, you might argue that the class has missed an important aspect of the weekly readings, or that it is important to consider how the weekly reading connects with a past reading, or that the ideas of two classmates represent a range of perspectives held in the field more broadly.
- Review and employ techniques from *They Say/I Say* to help you structure your argument. In this assignment, "They" includes the authors of the course readings and your classmates.

Note: Your discussion post will be due a week after the weekly responses are due. The week that you are responsible for writing this analytic response, you do not need to complete an online post.

Annotated Bibliography (v.1)

This assignment is meant to help you begin your foray into the scholarly conversations related to your emerging problem space. Together with your advisor, you should identify at least 5 key pieces to read this semester. You should try to consider including one or more "core" pieces that are foundational in the field and one or more "edge" pieces that help you to understand the current state of knowledge about your topic area.

The annotated bibliography that you will turn in should list each piece you read (formatted in APA style). Underneath each citation, you should include 1-2 paragraphs written in your own words (no direct quotations allowed!) that articulate the major argument, the research questions and methods (if empirical study), and specifically how the piece informs your own thinking about your problem space.

You can use the following as a template for your annotated bibliography:

Questions motivating the review: _____

- Article 1. Author. (Year). Title. *Journal*.
 - 2-4 sentences summarizing the main argument or main findings. If you are reading an empirical piece, then you should include the research questions and methods. Although it is tempting to use direct quotations, this summary should be *completely in your own words* stated as simply and clearly as possible.
 - 2-4 sentences stating what specifically about the piece is helpful for your work. For example:
 - "I will use the definition of X term proposed by authors Y and Z. The authors define X as... It is helpful because..."
 - "This finding supports/extends my emerging argument that..."

- “I could use this article in combination with X article to make the case that...”
 - Any additional notes that you do not want to forget. You could include questions that you have about the piece or how the piece fits in with the larger conversation.
- Article 2.
- Article 3.
- Article 4.
- Article 5.

Your annotated bibliography will be evaluated based on the following criteria:

- clear statement of questions motivating your review;
- coherent characterization of focal pieces;
- concise statements describing how aspects of the focal pieces relate to your growing knowledge base;
- precise use of language and correct use of language conventions;
- correct use of APA-6

Fishbone Diagram (v.2)

Review your original fishbone diagram you completed in the summer. Then, create a new fishbone diagram that represents your most recent thinking about your problem of practice and the major drivers related to your problem of practice. In the summer, your fishbone was not informed by a review of existing scholarship. But, you have read important pieces this semester and your fishbone should reflect your growing knowledge of the relevant literature base.

Your revised fishbone will be evaluated based on the following criteria:

- clear and substantive links between your annotated bibliography and your fishbone elements;
- clear and substantive links to course themes and readings, where relevant;
- precise use of language (especially precise use of scholarly terms)

Problem of Practice (v.2)

The process of developing an informed, nuanced problem of practice is quite involved. So, you should think of this as a big goal to complete by the end of your first full year in the EdD program.

At the end of this course, you will turn in “version 2” of your problem of practice statement. It should be 3-5 pages double-spaced, excluding references.

At the end of next semester (Spring 2019), you will turn in “version 3” of your problem of practice statement. The length will remain the same, but the document will change based on the additional reading and learning that you do and the feedback that you receive.

As you revise your problem of practice, pay special attention to the following:

- What is your *specific* problem of practice? Why is it important to you?
- How does your problem of practice relate to theoretical and empirical scholarship in language, literacy, and culture?
- How are you choosing to represent (a) who students are? (b) what the goals of schooling are? (c) what literacy and language are? (d) how institutional and community contexts matter? (e) how culture, race, and class matter? What is your reasoning for these choices?

Your problem of practice will be evaluated based on the following criteria:

- identification of an observable, complex, and enduring problem in a place of practice that is actionable;
- rationale for PoP based on a preliminary review of literature;
- description of place of practice (context);
- precise use of language and correct use of language conventions;
- correct use of APA-6

Reflective Letter to Faculty

At the end of the semester, you will write a reflective letter to me, your advisor, and Dr. Linda Kucan (next semester's LLC ARCO instructor). Please address the following:

- Before beginning the EdD program, how did you think of yourself as a leader scholar practitioner? How specifically have you grown this semester?
- What is your emerging problem of practice and why does it matter to you?
 - Note: Everyone will also receive copies of your PoP statement that you turn in, so you should strive to articulate the ideas here as briefly and precisely as you can. Think of it as a sort of “abstract” for your PoP statement!
- What are your learning goals for yourself next semester? How could your advisor and/or Dr. Kucan support you in accomplishing your goals?

Estimated length: 3-5 paragraphs.