Course Description: This course explores concepts of literacy with a focus on literacy as a social construction including influence on status, power, and mobility of individuals within society.

Course Objectives: In this course, students will increase their understanding of the nature of literacy, what it means to become literate, and issues that limit or prevent some people from developing literacy (identity formation). Students will examine current and past concepts of academic literacy in connection with contemporary social practices and popular culture. Students will read materials from different voices representing other cultures, other ways of approaching literacy, and other forms of literacy. Students will reflect on the diverse nature, both social and personal, of the population of public schools, and propose innovative ways in which to include all individuals in literacy learning.

Professional Standards met:
NCTE/IRA Standards for English Language Arts:
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Course Requirements:
1. **Presentation of Another Voice.** (20% of grade) Each student will research and report upon one of a list of writers, artists, or others who offer a view of literacy. Some material from each of these voices will be available on-line, however the student preparing the report is encouraged to research and read further to develop a stronger understanding of the point of view espoused by the voice they are representing, as well as to form their own point of view. These reports will be made during class as scheduled. More details on the nature of this presentation will be available in class.

2. **Reflective Paper.** (40% of grade) Students will write/design/craft a proposal for an innovative practice that will include all individuals in the classroom or other space in literacy learning. If written, the paper will be about 10-12 pages; other forms of presentation should represent a similar level of effort. More details on the nature of this report will be available in class. This paper will be presented at the last session.

3. **Reading Responses.** (30% of grade) Students will post three statements or questions about the assigned readings at least three hours before class discussion. These statements will guide the discussion.

4. **Participation.** (10% of grade) Because of the brief nature of the course, students are expected to attend all online sessions and to participate meaningfully in online discussion.

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**Class Schedule (note: reading materials will be added)**

**Required Textbooks**


**Articles** (these will be posted on Blackboard):


Course policies and Expectations

STE Charter contains the following Student Expectations:
Students have a responsibility for their own learning, which includes knowing course expectations and being prepared for class. Students enrolled in all STE courses are expected to:

• Demonstrate professional integrity in classes and field experience settings
• Complete at least two hours of outside work per week per credit hour;
• Know and follow the UNC Student Handbook, and the Honor Code;
• Utilize campus resources (i.e., library, Writer's Lab, Math Lab, Student Technology Center, etc.) as needed or required;
• Recognize that the faculty member is the primary resource for questions regarding the course requirements, student expectations, and evaluation; and
• Adhere to APA style, citation, ethical principles for research and writing.

For Faculty Expectations, see http://www.unco.edu/cebs/teachered/PDF/charter.pdf

Disability Statement

Students with disabilities: Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.