Term Information

Effective Term

Spring 2014

General Information

Course Bulletin Listing/Subject Area
Education:Teaching & Learning

Fiscal Unit/Academic Org
School of Teaching & Learning - D1275

College/Academic Group
Education & Human Ecology

Level/Career
Graduate, Undergraduate

Course Number/Catalog
5455

Course Title
Hiphop Literacies

Transcript Abbreviation
Hiphop Literacies

Course Description
This service-learning course will combine the study of Hiphop Based Education and new literacy studies. Students will investigate Hiphop cultural arts and discourses of everyday life as a form of culturally relevant teaching and learning.

Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week, 7 Week, 4 Week (May Session)

Flexibly Scheduled Course
Sometimes

Does any section of this course have a distance education component?
No

Grading Basis
Letter Grade

Repeatable
No

Course Components
Lecture

Grade Roster Component
Lecture

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Sometimes

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
32.0108

Subsidy Level
Masters Course

Intended Rank
Senior, Masters

Quarters to Semesters
Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

This course is an elective option that taps into the expertise of our faculty.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• Learn about Hiphop based education, new literacy studies and popular culture as a form of critical culturally relevant teaching and learning
• Develop familiarity with the elements of Hiphop and issues in popular culture as they relate to the public sphere and impact the lives of youth
• Develop strategies for drawing upon the creative strengths, social media literacies and knowledge of students

Content Topic List

• Hiphop Feminist Pedagogy
  Hiphop Feminist Literacies

Attachments

• Syl HH Literacies Service Learn 2014.docx: Syllabus
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

• Approved by GSC April 16, 2013 (by Mercerhill,Jessica Leigh on 04/16/2013 03:17 PM)

Workflow Information

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<th>Status</th>
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<th>Date/Time</th>
<th>Step</th>
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<tr>
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<td>Mercerhill,Jessica Leigh</td>
<td>04/16/2013 03:17 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
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<td>09/10/2013 02:36 PM</td>
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<td>Achterm, Cheryl L. Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>09/10/2013 02:36 PM</td>
<td>College Approval</td>
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Hiphop Literacies
EDTL 5455
Spring, 2014

Instructor: Dr. Elaine Richardson aka Dr. E
Richardson.486@osu.edu
Office: Arps 265
Phone: 292-4382

Course Description

This service-learning version of Hiphop Literacies will combine the study of Hiphop Based Education and new literacy studies with the examination of popular culture as a means of affording undergraduate and graduate students exposure to cutting edge new literacies theories as they focus on the literacy education in the age of Hiphop. The main focus of the course will be on an investigation of Hiphop cultural arts (language, songs, plays, dance, rap, spoken word poetry, oratory, written and multimodal/digital texts) and discourses of everyday life as a form of culturally relevant teaching and learning: that is, understanding what it is that students learn about the world through interacting with and producing their own counter/cultural arts and to use this information to support critical reading and self-expression through songwriting, playwriting, poetry, performance, multimodal writing and digital text production. In addition to cultural and artistic practices, we will examine Hiphop culture as resistance discourse, spawning “a new form of youth socialization that explicitly addresses racism, sexism, capitalism, and morality in ways that simultaneously exposes, exploits, and critiques these practices.” We will examine how various educators, community activists, and teaching artists use Hiphop and popular culture for critical literacy education, community building, social equality, and social action.

The classroom component of the course will provide you with background knowledge and preparation to guide you in the service-learning component of the course, which will involve the mentoring of either black female students at Sherwood Middle School or multi-ethnic multi-gendered students at Horizon Science Academy High School.

The mentoring experience is meant to enhance your understanding of new literacies theories and approaches to Hiphop based education and popular culture and how these can be applied as a form of culturally relevant literacy education by giving you direct experience with urban students in an economically struggling community. All students (mentors and mentees) have the opportunity to directly influence the evolution of exemplary practices. Younger students will participate by developing projects that will help them gain confidence, knowledge, and skills that can be transferred to in-school literacy experiences. OSU students serving as mentors and
literacy partners will gain culturally relevant teaching skills and be more likely to have meaningful experiences as a result of active engagement with mentees.

**The service-learning component**

Service learning courses (unlike field experiences or internships) require you to complete practical, onsite work with a community partner and to reflect on that experience as well as on the social issues related to your particular partner organization. (For more information about service learning at OSU, see http://service-learning.osu.edu/.)

In addition to class meetings, you will act as a literacy partner to one or more students attending one of our partner schools. To complete the service requirement of the course, you must meet and participate as mentors for two hours/week for 8 weeks. The club meets on Tuesdays 2:45-4:45pm. If this does not work for everyone, we will try to figure out an alternate way for you to be a literacy partner.

**Course objectives and overall structure**

**Students of this course, students will**

1. Learn about Hiphop based education, new literacy studies and popular culture as a form of critical culturally relevant teaching and learning

2. Develop familiarity with the elements of Hiphop and issues in popular culture as they relate to the public sphere and impact the lives of youth

3. Gain familiarity with ways to incorporate Hiphop arts into academic, educational, and social thought with a critical perspective on language, learning and social justice

4. Gain exposure to Hiphop scholarship, artists and educators through course activities including planning and participating in the Hiphop Literacies Conference (tentatively scheduled for February 28, 2014 & March 1, 2014)

5. Develop strategies for drawing upon the creative strengths, social media literacies and knowledge of students

6. Apply classroom training to the mentoring experience

The overall objective is to establish connections between (1) the academic learning that takes place in the classroom through readings, discussions and reflections and (2) the mentoring experience with middle and high school students in an afterschool context. The former will involve learning both about Hiphop literacies, new literacies education and popular culture, discourse practice of youth from a culturally relevant perspective and about how to be critical literacy mentors. Since
our service goal will be to help our literacy partners develop critical literacy projects and productions, we will have to learn about how to mentor and interact with youth around popular culture and their everyday lived experiences. The schedule below contains specific publications and materials that we can use to prepare us for our mentoring.

**In the on-campus portion of the course, the first few weeks will be devoted to preparing you to be mentors.** This will include readings and lectures focused on the community in which our partner school is located and issues that we will address in the community afterschool setting. In the following weeks, you will continue reading about new literacy studies and Hip hop based education. By connecting the hands-on experience you will be having in the schools with the reading, writing, and discussion we do in class and online, you will gain a better understanding of issues in education for critical literacies, and of what it means to be a culturally relevant teacher and mentor.

During the first month, we will just meet in our regularly scheduled class and not in the schools. From about week six thru week ten, we will meet in the school, where you will each be assigned to at least one student. During your meetings you will work as literacy partners, with your assigned students to help enhance their literacy skills. You will bring what you observe and what you learn through the meetings with your literacy partners back into our classroom and to our online discussions and use that information to inform your own understanding of critical literacy experiences.

***Sherwood Middle School is located at 1400 Shady Lane Rd. Cols. Ohio 43227 (The best route from campus is 71S to 70E, off at Hamilton to E. Livingston, make a right turn. Shady Lane Rd is on the left. (park on side or in back of school); Proposed meetings Tuesdays 2:45pm-4:45pm. Horizon Science Academy is located at 1070 Morse Rd, Cols. Ohio 43229. (Proposed meeting time TBD). I have a small budget to reward drivers with gas cards at the end of the semester. It would be nice if someone would volunteer to drive from campus for the benefit of those who do not drive. Let me know if this is a possibility. A good meet up place is McDonald’s parking lot on High St, across from Arps. Do not leave your car there unless you are in McDonald’s though. They tow cars from that parking lot quicker than you can say “Rumpelstiltskin”!

### Tentative Required Reading Materials


Selected readings, documentaries, video clips on Hip hop Literacies and Hip hop-based education will be posted on CARMEN. Additionally, you are required to watch videos from the afterschool sessions and to comment upon them in our online discussion space. You should also watch clips of documentaries and videos and to comment upon them in our online space. Other videos to watch are *The Souls of Black Girls* by Daphne Valerius, *A Girl Like Me.* I may also add other readings throughout the course as I see fit.

**Policies**

**Attendance**

Attendance at classes and literacy mentoring sessions is strictly required, except in extenuating circumstances.

**Class Cancellation Policy**

If I have to be absent, the course is structured so you can still meet and carry on as though I were present. I will assign someone to act as class facilitator. The class will not be canceled.

**Course requirements and Evaluation**

This course will give you an opportunity to write about topics we cover in class and your experiences with literacy mentoring of middle school girls. The primary goal is for you to make connections between your mentoring experience and your study of African American girls, new literacies studies and culturally relevant education.

**Assignments** will consist of the following:

- **An online and offline record of your experiences** as a mentor/literacy partner and budding researcher of literacies in this course. Your online record should consist of weekly accounts of your progress with your literacy partner or activities that occurred onsite and also response to ideas that you grapple with from the readings and the video taped sessions. Also, carry a notebook/ipad/laptop/phone/your own mini-recorder with you to document observations that were puzzling/interesting/that you want to build upon or explore further. (see ethonographymatters.net/2012/08/02/writing-live-fieldnotes-towards-a-more-open-ethnography/ (30%)

- **A collaborative project** with your literacy partner(s) documenting her/his/their experiences in the afterschool club, and with the mentoring experience in particular. Discuss ideas about new literacies, culturally relevant education. This paper should be 12-15 double spaced pages long,
and will be due in the last week of classes. (30%) **Graduate student papers will be 25 pages.**

- **Your literacy partner (with your assistance)** will need to produce a product by the end of the semester that incorporates multimodality and performance. (20%)

- Help to **plan and participate in** the Hiphop Literacies Conference (20%)

**Grading**

All assignments will be graded in accordance with the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
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<td>77-79</td>
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<td>D</td>
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<tr>
<td>D+</td>
<td>66-69</td>
</tr>
<tr>
<td>E</td>
<td>0-59</td>
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**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)

**Special Accommodations**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).
### Course Schedule and Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Location</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan 6</td>
<td>Meet on campus</td>
<td>Have Read Schooling HipHop</td>
</tr>
<tr>
<td>Week 2</td>
<td>Jan 13</td>
<td>Meet on campus</td>
<td>Have Read Schooling HipHop</td>
</tr>
<tr>
<td>Week 3</td>
<td>Jan 27th</td>
<td>Meet on campus</td>
<td>Have Read R. Nicole Brown (Part One) Wish To Live: Hiphop Feminist Pedagogy Reader</td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 3</td>
<td>Meet on campus</td>
<td>Have Read Richardson Developing Hiphop Feminist Literacies in an Afterschool Context</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 10</td>
<td>Sherwood/Horizon</td>
<td>Keep a journal for field notes. Take notes onsite or as soon as you leave. Make observations about anything you found interesting. Watch video of session on our private youtube channel. Share your ideas on our online discussion site.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb 17</td>
<td>Sherwood/Horizon</td>
<td>Keep a journal for field notes. Take notes onsite or as soon as you leave. Make observations about anything you found interesting. Watch video of session on our private youtube channel. Share your ideas on our online discussion site.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Feb 24</td>
<td>Sherwood/Horizon</td>
<td>Keep a journal for field notes. Take notes onsite or as soon as you leave. Make observations about anything you found interesting. Watch video of session on our private youtube channel. Share your ideas on our online discussion site. <strong>HIPHOP CONFERENCE FEB 28th &amp; MARCH 1st.</strong></td>
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<td>Week 8</td>
<td>March 3</td>
<td>Sherwood/Horizon</td>
<td>Keep a journal for field notes. Take notes onsite or as soon as you leave. Make observations about anything you found interesting. Watch video of session on our</td>
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private youtube channel. Share your ideas on our online discussion site.

SPRING BREAK March 10th—14th

Week 9 March 17  Sherwood/Horizon
Keep a journal for field notes. Take notes onsite or as soon as you leave. Make observations about anything your found interesting. Watch video of session on our private youtube channel. Share your ideas on our online discussion site. Share draft online

Week 10 March 24  Sherwood/Horizon
Collaborative Literacy projects w your mentees
Share draft online

Week 11 March 31  Sherwood/Horizon
Collaborative Literacy projects w your mentees
Share draft online

Week 12 April 7  Sherwood/Horizon
Collaborative Literacy projects w your mentees
Share draft online

Week 13 April 14  OSU

Week 14 April 21  OSU (LAST CLASS)

Week 15 April 25  Final Assignment Due

SELECTED RESOURCES


Selected Documentaries on Rap Music/Hiphop Culture


Useful Web Resources

http://www.hiphoparchive.org/ There's a wealth of material here. The Executive Director of the Hiphop Archive is Dr. Marcyliena Morgan at Harvard University. There is an extensive bibliography of educational resources, scholarship, organizations, music, artist info. Just about everything you can think of is here!

Encyclopedia of Hip Hop Slang (http://www.nationmaster.com/encyclopedia/Hip-hop-slang)

http://www.urbandictionary.com/

http://www.netvibes.com/hiphopassociation#H2A This is the link for the Hiphop Association. Almost as extensive as the Hiphop Archive, It has educational resources including the Hiphop Education Guidebook and a wealth of info including some curriculum materials.

http://www.templeofhiphop.org/ Founded by MC KRS-One

Davey D's Hiphop Corner http://www.daveyd.com/

There are many segments of Hiphop Documentaries (some produced by MTV or VH1) that are available on Youtube.com Hiphop Honeys, Rap Wives, etc...

Helping Our Teen Girls Survive In Real Life Situations (HOTGIRLS) Founded by Dr. Carla Stokes http://www.helpingourteengirls.org/

The Source Magazine online http://www.thesource.com/

Vibe Magazine online http://www.vibe.com/

XXL Magazine online http://www.xxlmag.com/

This is just a brief index. I expect you to find sources and share them with the class as they relate to your interests in Hiphop.