Term Information

Effective Term | Spring 2015
Previous Value | Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
To change the title from "Ethnography of Communication I" to "Ethnography of Literacy and Language I"

What is the rationale for the proposed change(s)?
The title change would more accurately reflect the content of the course, which is not focused on Ethnography of Communication, which is used to represent a specific portion of the field coming from a particular paradigm, but is more generally focused on ethnography of literacy and language. We expect the change will invite a wider array of students into the course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
There are no anticipated programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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
Course Number/Catalog | 7431
Course Title | The Ethnography of Literacy and Language I
Previous Value | The Ethnography of Communication I
Transcript Abbreviation | Ethnography L&L1
Previous Value | Ethnography Comm1
Course Description | Introduces the ethnography of literacy and language as fields of inquiry, providing theoretical, conceptual and methodological frameworks for research on written and oral language practices that are embedded in various social, cultural, and political contexts.
Previous Value | Introduces the Ethnography of Communication as a field of inquiry, providing theoretical, conceptual and methodological frameworks for research on oral and written language practices that are embedded in various social and cultural contexts.
Semester Credit Hours/Units | Fixed: 3

Offering Information

Length Of Course | 14 Week
Flexibly Scheduled Course | Never
Does any section of this course have a distance education component? | No
Grading Basis | Progress - Letter
Repeatable | No
Course Components | Seminar
Grade Roster Component | Seminar
Credit Available by Exam | No
Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 905.

Cross-Listing

Cross-Listings

Subject/CIP Code

Subject/CIP Code

32.0108

Subsidy Level

Doctoral Course

Intended Rank

Masters, Doctoral

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

• Explore functions of language and/or literacy across range of social and cultural contexts
• Examine ideologies and identities of people using language in particular contexts and how these influence their language practices
• Learn how theoretical frameworks influence the data gathered and analyzed in research on language and literacy
• Learn to develop focused research questions out of critical literature reviews and societal issues

Content Topic List

• Communicative Competence
• Language Diversity
• Language Socialization
• Communicative Events
• Language as Form and Action
• Language Patterns and Ideologies across Populations
• Methods for Gathering and Analyzing Language Data
• Reflexivity in Research Process; Language, Discourse and Power

Attachments

• 7431 Ethnography L&L pt 1.docx: syllabus (pt I of II)
  (Syllabus. Owner: Blackburn,Mollie)

Comments

• Approved by GSC 5/12/14  (by Mercerhill,Jessica Leigh on 05/12/2014 02:40 PM)
• This is a two-part class. I will submit the same change for the second part in just a moment.  (by Blackburn,Mollie on 04/10/2014 10:57 AM)
## Workflow Information

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The Ohio State University
College of Education and Human Ecology School of Teaching and Learning
EDUTL 7431 Ethnography of Literacy and Language, Part I

Instructor: Dr. Leslie Moore  moore.1817@osu.edu  3 Credit Hours  TA: Sidury Christiansen  christiansen.23@buckeyemail.osu.edu
Arps 202b  G Level  Ramseyer 216
Office hour M 3:30-4:30  14 weeks  Office hour T 5:45-6:45

Course Series Description
This two-semester course series introduces the Ethnography of Literacy and Language as a field of inquiry. Part I provides a theoretical and methodological framework for research on literacy and language in context. In addition to texts that cover theory, methods, and central concepts of this field, other texts and readings provide examples of research carried out within this tradition.

Ethnographers of Literacy and Language study written and oral language practices as they are embedded in various social, cultural, and political contexts. This makes Ethnography of Literacy and Language a fertile framework for research involving bilingualism, vernacular dialect speakers, English language learners, the use and acquisition of literacy, language and literacy socialization, language and identity, and other topics. This course is highly recommended for those considering literacy or language-focused ethnographic research for their dissertations.

Note: The Ethnography of Literacy and Language is offered every other year over two semesters. In the first term (Autumn), students learn about theories and methodologies used in this field, select a topic and population for research, critically review available literature on that topic and population, and identify a field site for research. In the second term (Spring) students continue to learn about theory and concepts relevant to the field but will focus more on methodology and carry out a small study of literacy and/or language in a particular context. (Appropriate students may negotiate other projects, such as drafting a proposal for dissertation research or developing a pilot project prior to dissertation research.)

Course Objectives
Following successful completion of this course series, the student will be able to demonstrate through writing and discussion understanding of
- Functions of literacy and/or language across a range of contexts
- The significance of beliefs, attitudes, values, and identities of people as they use literacy and/or language in particular contexts
- Critical views of literacy and/or language practices in specific communities with respect to discourse, identity, and power
- How theoretical frameworks influence the data collection and analysis in research on literacy and/or language
- How particular theoretical concepts can enrich analysis and interpretation of ethnographic data
- How to select appropriate methodologies for particular research questions
- How to ground analytic interpretations with empirical observations and discourse analysis

In Part II, the student will gain experience in methods such as participant-
observation, writing field notes, audio and video taping communicative practices, coding field notes, and transcriptions of taped discourse.

**Required Text(s) and Course Materials**
The following textbooks are required:

Saville-Troike’s book is referred to as *EComm* in the schedule, Duranti’s as *Reader*, Fader’s as *MGirls*. Additional required and recommended readings are made available through Carmen. We will also read materials posted on public websites. You will also use OSU Library resources, most of which are available on-line.

**Additional Suggested Resources**
- [http://www.linguisticanthropology.org/](http://www.linguisticanthropology.org/)
- [http://www.cal.org/](http://www.cal.org/)
- [http://www.cal.org/heritage/research/voices.html](http://www.cal.org/heritage/research/voices.html)
- [http://fieldmanuals.mpi.nl/](http://fieldmanuals.mpi.nl/)
- [http://www.aaanet.org/](http://www.aaanet.org/)
- [http://www.ling.upenn.edu/~wlabov/home.html](http://www.ling.upenn.edu/~wlabov/home.html)


**Grading Plan and Grading Scale**
Course responsibilities will be weighted in the following way:
- Participation & attendance: 15
- Weekly readings synthesis: 30
- Rehash: 5
- Facilitation of class discussion: 10
- Research paper & proposal: 40

For each assignment you will receive points. At the end of the course I will assign letter grades, following the OSU standard scheme (below). OSU guidelines for grading indicate that quality determinations are based upon a comparison with other students in the course, &/or with students who have taken the course previously, &/or the instructor’s expectations relative to the stated objectives of the course, based on the instructor's experience & expertise.

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<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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C+  77-79    C  73-76    C-  70-72
D+  67-69    D  60-66    E  59% or less

Note: This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes deemed necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Schedule of Topics, Readings, Assignments

Week 1  Introduction
         Aug 28  Communication as cultural practice

Week 2  Roots / Overview of basic concepts and issues
         Sept 4  EComm chapters 1 & 2
                Reader Preface / Introduction / Hymes (ch 6)
                DUE: Readings synthesis 1

Week 3  Varieties of language
         Sept 11  EComm chapter 3
                Reader Morgan (ch 2) / Irvine (ch 7) / Duranti (ch 8)
                DUE: Readings synthesis 2

Week 4  Speech communities
         Sept 18  Reader Gumperz (ch 1) / Spitulnik (ch 3) / Philips (ch 13)
                Review Morgan (ch 2) & EComm chapter 2
                Bucholtz 1999 – “Why be normal?: Language and identity practices in a community of nerd girls
                DUE: Readings synthesis 3

Week 5  Communicative events
         Sept 25  EComm chapter 4
                Reader Gumperz (ch 6) / Goodwin (ch 19)
                Sarangi 2004 – Language/activity: Observing and interpreting ritualistic institutional discourse
                DUE: Readings synthesis 4
                RPP 1: Community/site identification & rationale

Week 6  Different ways with language
         Oct 2    MGirls chapter 1
                EComm chapter 5
                Reader Bailey (ch 4) / Heath (ch 14)
                Review Philips (ch 6)
                DUE: Readings synthesis 5
                RPP 2: Community/site identification & rationale revised

Week 7  Language ideologies
         Oct 9    MGirls chapter 2
                EComm chapter 5
                Reader Kroškrrity (ch 16) / Irvine & Gal (ch 6)
                DUE: Readings synthesis 6
Week 8  
Oct 16  
**Ethnography of communication in school contexts**  
*MGirls* chapters 3 & 4  
*Reader* Leung Harris Rampton (ch 5)  
Duff 2002 – The discursive co-construction of knowledge, identity, and difference: An ethnography of communication in the high school mainstream  
DUE: Readings synthesis 7  
RPP 3: Project references

Week 9  
Oct 23  
**Language socialization**  
*MGirls* chapter 5  
*EComm* chapter 7  
*Reader* Ochs & Schieffelin (ch 12) / Baquedano-López (ch 15)  
Review Heath (ch 14)  
DUE: Readings synthesis 8

Week 10  
Oct 30  
**Language, institutions, and power**  
*MGirls* chapter 6  
*EComm* chapter 8  
*Reader* Ochs & Taylor (ch 6) / Hill (ch 6)  
DUE: Readings synthesis 9  
RPP 4: Research questions

Week 11  
Nov 6  
**Verbal art and social life**  
*Reader* Briggs & Bauman (ch 9) / Alim (ch 11)  
Farr 2000 – ¡A mi no me manda nadie! Individualism and identity in Mexican Ranchero speech  
Jaffe 2000 – Comic performance and the articulation of hybrid identity  
DUE: Readings synthesis 10  
RPP 5: IRB application submitted to ORRP

Week 12  
Nov 13  
**Language, identity, and ideology**  
*MGirls* chapter 7  
*Reader* Duranti (ch 10)  
Meek 2007 – Respecting the language of Elders: Ideological shift and linguistic discontinuity in a Northern Athapascan community  
Shankar 2008 – “Speaking like a Model Minority”  
DUE: Readings synthesis 11

Week 13  
Nov 20  
No class meeting  
Anthropology meetings in SF

Week 14  
Nov 27  
**Implications of ethnographies of communication**  
*MGirls* coda  
*EComm* chapter 9  
Chapters from *Encyclopedia of Language and Education*  
Wortham 2008 – Linguistic anthropology of education  
Toohey 2008 – Ethnography and language education  
Pahl 2008 – Ecology of literacy and language: Discourses, identities and practices in homes, schools and communities  
DUE: Readings synthesis 12  
RPP 6: Presentation of project-under-construction
Week 15  **Summing up and looking forward**
Dec 4  Dr. Moore in NYC for Fulbright review panel
       Sidury meets with students

Finals  DUE: Research paper and proposal
Dec 12

**Assignment Details**

*Readings:* All assigned readings are required. The required readings listed under a date are to have been read before *that* class meeting. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, engage with the readings and be well prepared to work with them in class. We will use the readings in class, so bring them with you. We will open every class meeting with '2 Minutes on the Mic’, a speech event in which a student will be chosen at random to talk about the readings assigned for that meeting.

*Weekly reading synthesis:* Each week before class meets, you will compose and submit a synthesis of the readings assigned for that meeting. Your synthesis will be 1 single-spaced page. Instructions for how to write a synthesis are posted on Carmen. Reading synthesies cannot be made up. The 2 lowest scores (including missed/skipped assignments) will be dropped before the final grade for the course is calculated.

*Rehash:* In each class meeting, 2 students will take 5 to 10 minutes to review what we did and discussed the prior week. A rehash need not be very formal, but it should be clear, concise, thorough, and engaging.

*Facilitation of discussion:* Each student will facilitate discussion of assigned readings once during the course. Students may work in pairs or small groups on this task. Facilitators will synthesize and analyze the content of the reading and lead the class in a critical discussion. The activity will last about 45 minutes, with no more than one third of that time spent on presentation. Facilitators will submit 5 candidate discussion questions to me by Friday morning (by email). I will provide feedback by the end of Friday. The facilitators will then post the vetted discussion questions on Carmen. The most important part of this assignment is to develop and present questions and perspectives on the major themes, topics, and issues of that week, and on the readings specifically, that will generate productive discussion.

*Suggestions:* Choose particularly important passages for close analysis and spend time on their explication. Choose key ideas and terms for elucidation, and focus on the relation of the reading to larger issues or themes, including previous weeks’ readings and discussions. Remember that the goal is to understand the significance of the readings and their contributions to larger issues and questions. Think of ways of identifying themes and issues that include specific readings but also may refer to earlier weeks or look ahead to future weeks and topics. Give thought to the organization of participation; there are many different ways to get people thinking and talking.

*Research Paper and Proposal:* This project has multiple component steps. You will identify a community in which you will do research (during Part II of course in Spring 2011). You will gather descriptive information about the group (e.g., from previous research, Census data, or other sources of historical or demographic data) and do a thorough review of the research literature on the chosen population (and topic). You
will produce a synthesis and critical review of previous studies, ending with as-yet-unanswered research questions. You will create a brief research proposal to explore the research questions. The proposal will include research topic and questions, participants, and methods for gathering and analyzing data. You will submit an IRB application for your project (NB: your adviser will be the PI). More detailed instructions will be posted on Carmen and discussed in class. Throughout the course, we will dedicate class time to small-group and whole-class discussion of students’ work on paper and proposal.

**Expectations and Policies for Student Conduct and Participation**

The class is a learning community that depends on respect, cooperation, and communication among all of us. This includes coming to class on time, being prepared for each day’s work, contributing to discussions and problem solving, and supporting other people’s participation. It also includes polite and respectful expression of agreement or disagreement – with support for your point of view and arguments – with other students and with the professor. It does not include arriving late or leaving early, or behavior or talking that distracts other students. Please turn off all phones, beepers, etc. Unexcused absences and/or a lack of informed participation in class discussion will adversely affect your grade. If you miss more than three class meetings without documented reasons such as illness or family crisis, you will fail the course. If you must miss a class, you are responsible for getting the notes and assignment information from Carmen and your classmates.

**Technology:** We will use Carmen in several ways in this course, so check it regularly. I will post assignments, readings, web sites, grades, and other information for the class. We will also use the Dropbox and Discussions. If you have questions for me that may be of interest to your classmates, I encourage you to post them on the ‘Questions for Dr. Moore’ discussion forum. Some assignments will be submitted via Carmen Dropbox, some in hard copy, none by email. To avoid being junked, mark your e-mail ‘7431’ in the subject line.

**Mobile communication devices:** The use of cell phones, smart phones, or other mobile communication devices is disruptive and distracting, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. You may use laptops in class for work directly related to what is going on in the class at that time (e.g. viewing course readings, taking notes during lecture/discussion). Inappropriate use of laptops during class will have an adverse effect on your grade.

**Writing Center:** All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. The Center offers the following free services: help with any assignment, one-on-one tutorials, one-on-one online tutorials via an Internet Messenger-like system (no ads or downloads), and online appointment scheduling. Visit [www.cstw.org](http://www.cstw.org) or call 688-4291 to make an appointment.

**ODS Statement:** Any student who feels s/he may need and accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the ODS at 614-292-3307 (V) or 614-292-0901 (TDD), located in room Pomerene
Hall and on the web at http://www.ods.ohio-state.edu/, to coordinate reasonable accommodations.

**Academic Misconduct:** Scholastic honesty is expected and required. It is a major part of university life, and contributes to the value of your university degree. All work submitted for this class must be your own. Copying or representing the work of anyone else (in print or from another student) is plagiarism. This includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. Please ensure that you include references when quoting or using ideas from the work of others. Ignorance of the University’s Code of Student Conduct is never considered and “excuse” for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For the Code, go to http://studentconduct.osu.edu/page.asp?id=1. For information on plagiarism, see http://cstw.osu.edu/writingcenter/handouts/research_plagiarism.

**Grievances and Solving Problems:** According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by speaking first with the professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

**Statement on Diversity:** The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based on protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.