Term Information

Effective Term: Autumn 2016
Previous Value: Spring 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change the course hours from 3 to 4.

What is the rationale for the proposed change(s)?
The course is one in a sequence of two. This one (7431) is currently approved for 3 hours and the second (7432) for 4. The rationale was that the second class required students to be in the field, whereas the first did not. However, after offering the class, we have come to realize that students must be identifying a field site, negotiating entry, and building relationships at that site in the first course in order to be prepared for the second course. This requires a significant amount of time in the field, which should be reflected in the credit hours earned for this class.

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)?
This change should not impact programs.

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
Transcript Abbreviation: Ethnography L&L1
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.

Semantic Credit Hours/Units: Fixed: 4
Previous Value: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexible 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
Admission Condition Course: No
Off Campus: Never
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Not open to students with credit for 905.

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 syllabus revision.docx: revised syllabus
  (Syllabus. Owner: Blackburn, Mollie)

Comments

• Approved by GSC. (by Mercerhill, Jessica Leigh on 10/29/2015 01:41 PM)
## Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Blackburn, Mollie</td>
<td>10/15/2015 03:49 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Mercerhill, Jessica Leigh</td>
<td>10/27/2015 10:07 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Submitted</td>
<td>Blackburn, Mollie</td>
<td>10/27/2015 11:12 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>10/29/2015 01:41 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum, Sarah A.</td>
<td>10/29/2015 01:41 PM</td>
<td>College Approval</td>
</tr>
<tr>
<td></td>
<td>Zircher, Andrew Paul</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Warnick, Bryan R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achterberg, Cheryl L.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Ohio State University  
College of Education and Human Ecology School of Teaching and Learning  
EDUTL 7431 Ethnography of Literacy and Language, Part I  
4 graduate credit hours

Dr. Mollie Blackburn  
Blackburn.99@osu.edu  
Ramseyer 221B  
Mondays 10:30-12:30pm, and by appointment

Course Series Description
Ethnographers of Literacy and Language study oral and written language practices as they are embedded in various social and cultural 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.

This two-semester course series introduces the Ethnography of Literacy and Language as a field of inquiry. It is offered every year over two semesters. In the first term (fall), 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 language and/or literacy in a particular context in settings within Central Ohio. (When appropriate, students may negotiate other projects, such as drafting a proposal for dissertation research or developing a pilot project prior to dissertation research.) You will only earn a grade for Part I after successfully completing both Parts I and II. If you fail to complete Part II, you will earn an “E” grade for Part I.

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. A significant part of this course is exploring potential research sites, gaining entry into a site, and spending time in the site getting to know the people, places, and practices there. Another significant part of this course is learning to navigate the Office of Responsible Research Practices (ORRP), including successfully completing the Collaborative Institutional Training Initiative (CITI) and potentially submitting a proposal to the Institutional Review Board (IRB).

Course Objectives/Learning Outcomes
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 language in particular contexts
• Critical views of literacy and 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 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. This course will rely on the groundwork laid in the previous course in terms of identifying and entering a research site.

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

After the first few weeks you will alternate between reading one of the above books (odd weeks, beginning with week 3) and one chapter of the Heath and Street book and one of the three articles listed for that week (even weeks, beginning with week 6). The articles are on Carmen.

Grading Scale  
A   93-100%  
A-  90-92  
B+  87-89  
B   83-86  
B-  80-82
As 7431 is the first part of a 2-semester course, you will receive a P for “in Progress” on your official grade report at the end of the semester. I will also email you the letter grade that you have earned. Your letter grade from 7431 will constitute 50% of your final grade for the full-year course. Once you have completed 7432 in Spring 2016, your earned letter grade will appear on your official grade report. The P (“in progress”) from 7431 will change to your earned letter grade (e.g., A; B).

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.

In general, I do not prefer to give incompletes. If circumstances require that you take extra time to complete this course, the default grade will still be a P, but the highest grade possible for the first half of the year-long course will be a B. If you have questions about your grade, please contact me as soon as possible.

**Assignment Details**
**Attendance, Preparation, & Participation (10%)** You are expected to be present and punctual at each class meeting. You are expected to stay through the duration of each class meeting. This is a course requirement. If you cannot meet this requirement, please contact me in advance via phone or e-mail.

Full participation and collaboration from all students is expected. Full participation does not necessarily mean a lot of talking (in fact, dominating discussions is not valued), but it does mean thoughtful and attentive participation. Such participation will require that you read and reflect outside of class.

**Application of Readings and Discussions to Course Project (30%)** Every other week you will write an application paper that discusses that week and the previous week's readings in relationship to your own work. Each application paper should be one single-spaced page. Proper APA formatting should be used. It should be submitted on Carmen under activities and discussions. It should also be uploaded as a WORD document to Dropbox to receive instructor feedback and a grade. Below are guidelines for each of the 6 application papers:

*Application #1* Based on what we’ve read and discussed, this is what I intend to do with respect to my own ethnographic approach … Discuss this with respect to the project you are imaging you might do for this course, knowing it might change.

*Application #2* Based on what we’ve read and discussed, this is what I intend to do with respect to entering the field...
Discuss this with respect to the project you are imaging you might do for this course, knowing it might change.

*Application #3* Based on how I am currently conceptualizing my work for this course, these are the bodies of literature I need to review...

*Application #4* Based on how I am currently conceptualizing my work for this course, these are the questions I am asking and the kinds of data needed to answer such questions...

*Application #5* Based on what we've read and discussed, this is what I intend to do with respect to analyzing my data ...

*Application #6* Based on how I am currently conceptualizing my work for this course, these are is some of the social, cultural, and historical contexts I need to capture in my writing about the project I'll do for this course...

**Responses to Application Papers** (10%) In the alternating weeks you will read the application paper of one classmate. This classmate may remain consistent across the semester or change each time. Read with an eye toward learning another way that a person might apply the same readings to a different study. Respond to the application paper as a friendly reader – not with corrections but with questions and comments. Responses should be submitted on Carmen under activities and discussions, clearly named so that your classmate can easily find your response. They should also be uploaded to Dropbox for credit.

**Book Presentation** (20%) Work to find, read, and eventually study a book-length ethnography that most closely resembles the kind of work you want to do, in terms of content, approach, methods, or something else that you are able to identify and articulate. You have up to 10 minutes to present this book to the class. Help us to understand why this book matters so much to you, as a researcher.

**Interim Report** (30%) This report will be 3-5 pages single-spaced. It should clearly and concisely state and describe the following:

- Your research site
- Your research focus
- Your tentative research questions
- Your plan for collecting data
- Your plan for analyzing data across all phases of the study
- A brief narrative that conveys your journey into and through this project and site

It should be uploaded as a WORD document to Dropbox to receive instructor feedback and a 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 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 included 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.

**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.