

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Department of Academic Literacy and Linguistics

Course Information

**Literacy in American Society:
Contexts and Practices (ACR 150)**
Section: 052W
Semester: FALL 2021
Credits: 3

Instructor Information

Name: Prof. Barnes
Email: ebarnes@bmcc.cuny.edu
Phone: 6463394690
Office: virtual via Zoom (see below)
Office Hours: Tuesdays 9:00am – 10:00am
Thurs 10:00am – 12:00pm

Class Hours: 3/ Asynchronous

Laboratory Hours: 0 Hours Required

Pathways: US Experiences in its Diversity; Liberal Arts Elective; Elective in LIN Program

This class is being hosted on the BMCC OpenLab. Here is a link to the course site: [BMCC OpenLab \(cuny.edu\)](https://openlab.bmcc.cuny.edu/literacy-in-american-society-contexts-and-practices-052w/). Please either join the class or request membership, whichever option comes up.

Zoom Office Hours: To attend office hours via Zoom, please click the following link on the days/ times listed above. You can also copy and paste the link to your browser. The link to office hours is also posted on our course site on the OpenLab.

<https://bmcc-cuny.zoom.us/j/84156891035?pwd=aUVXdWdXdkxmcUNaQW8rQytMOXVDdz09>

Meeting ID: 841 5689 1035 Passcode 371725

COURSE DESCRIPTION

Literacy in American Society asks students to investigate the varieties of literacy behaviors in American society as sociocultural phenomena. Students will be exposed to the research of major scholars in the interdisciplinary field of literacy research (e.g., New Literacy Studies) as a means of considering the role literacy and literacy behavior plays, both historically and in a contemporary context, in a diverse American society. Students will analyze the various definitions of literacy and track the development of multiple literacies in American society, specifically studying the transmission of literacy as a cultural value, particularly in oppressed communities. The course will provide the students with the opportunity to analyze and reflect on their personal relationship with literacy and opportunities for upward mobility in a stratified United States.

Basic Skills: ENG 88, ESL 94, ACR 94

What makes this course a Writing Intensive Course?

This is a Writing Intensive course that fulfills the WI requirement for graduation. Writing intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework in general. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for a significant portion of your grade and will include opportunities for revision.

Mode of Instruction

ASYNCHRONOUS ONLY

There are no live sessions. All course content will be completed ASYNCHRONOUSLY and there will not be any live sessions. All content, assignments, instruction, feedback, lectures, and exams will be posted online on the OpenLab and completed on students' own schedule.

STUDENT LEARNING OUTCOMES Students will be able to...	ASSESSMENTS
a) compare how literacy is defined and practiced, both historically and contemporaneously, in various cultural and ethnic groups	<ul style="list-style-type: none"> • Readings, discussions, journals, quizzes
b) compare how various cultural and ethnic groups within the United States define literacy and develop and participate in literacy behavior	<ul style="list-style-type: none"> • Readings, discussion, journal, Literacy Narrative, research paper
c) analyze and evaluate how literacy policies and institutionalization of perspectives of literacy affect a) literacy practices and behaviors of cultural and ethnic groups and b) stratification of cultural and ethnic groups	<ul style="list-style-type: none"> • Readings, discussions, quizzes, journal, research paper
d) analyze how literacy communities are formed, how individuals are socialized into literacy practices, and how approaches to literacy are created by and reflective of cultural values	<ul style="list-style-type: none"> • Readings, journal, discussion, position paper
e) read, analyze, and evaluate research that examines the historical and contemporary relationship between literacy and the participation of cultural and ethnic groups with institutions of power in America, including education, medicine, and governance.	<ul style="list-style-type: none"> • Readings, research, journals, quizzes, discussion, research paper

GENERAL EDUCATION LEARNING OUTCOMES	ASSESSMENTS
Communication Skills Express ideas clearly in written form Employ critical reading skills to analyze written material Exhibit active listening skills Give an effective oral presentation	Journals Literacy Narrative Research Paper Position Paper Presentation In-class discussion In-class group and pair activities
Social & Behavioral Sciences Demonstrate an understanding of the unique theories and methods of a social or behavioral science Analyze and interpret a social, economic, political, cultural, philosophical, or historical issue	Journals Literacy Narrative Research Paper Position Paper Presentation In-class discussion In-class group and pair activities
Information & Technology Literacy Conduct research using appropriate research Strategies Make effective use of technology	Research paper Position paper Presentation

<p>Values</p> <p>Demonstrate awareness of one’s own values and beliefs while showing respect for the ideas, values, and beliefs of others</p> <p>Demonstrate an appreciation of social and cultural diversity</p> <p>Appreciate personal and social responsibilities</p> <p>Demonstrate commitment to lifelong learning</p>	<p>Journals</p> <p>Literacy Narrative</p> <p>Research Paper</p> <p>Position Paper</p> <p>Presentation</p> <p>In-class discussion</p> <p>In-class group and pair activities</p>

Required Text & Readings

There are no required textbooks for this course. Materials will be provided for students on the BMCC OpenLab and on Blackboard. This is an Open Educational Resource (OER) and Zero Textbook Cost (ZTC) course.

Use of Technology



This is an online course, hosted on BMCC OpenLab. Instructions for joining the course on the OL will be emailed to you and posted on Blackboard. While the course site is on the OpenLab, we will use Blackboard for quizzes, essay submission, several course readings and the gradebook. Be sure to log into our course site on the OpenLab at least 3 times per week to check for updates and to keep up with the coursework. I also encourage you to visit me during my office hours on Zoom.


Grading/Evaluation Criteria


Name	% of Final Grade
Literacy Narrative	4%
Discussion Board Posts	20%
Quizzes	8%
Oral History Project	10%
Midterm Perspectives Project	10%
Draft and Peer Review	8%
Research essay	20%
Literacy Presentation	10%
Final Reflection	10%
	100%

Outline of Topics:

Week	When	Weekly Materials	Assignments
1	<p>Wed Aug 25 – Tue Aug 31</p> 	<p>INTRODUCTIONS: YOU & COURSE</p> <p>Research: what is literacy?</p> <p>Watch: Literacy is the Answer</p>	<p>Introductions on Flipgrid</p> <p>Discussion Board Post #1</p>

2	Tue Aug 31 – Tue Sept 7	ETHNOGRAPHY OF LITERACY Read: Ethnography of Literacy Read: About the Sociocultural Perspective of Literacy Research: Orality vs. Literacy	Discussion Board Post #2
3	Tue Sept 7 – Tue Sept 14	(SOME) LITERACY ISSUES IN THE US Read: This Type of Illiteracy Could Hurt You Watch: The Illiteracy-To-Prison Pipeline Read: The Relationship Between Incarceration and Low Literacy Watch: How Schools Keep Kids in Poverty Watch: America's Illiteracy Problem Watch: Childhood Literacy	Literacy Narrative Quiz 1
4	Tue Sept 14 – Thur Sept 21 	AMERICAN INDIAN AND ALASCAN NATIVE PERSPECTIVES Read: Education of American Indian and Alaskan Native Children Watch: Native American Students Watch: Native American Education	Discussion Board Post #3 Review research essay options
5	Tue Sept 21 – Thur Sept 28 	AFRICAN PERSPECTIVES Read: African-Born Immigrants in U.S. Schools Watch: Challenges for Africans in U.S. Schools Watch: Africans in America	Discussion Board Post #4 Quiz 2
6	Tue Sept 28 – Tue Oct 5	ASIAN PERSPECTIVES Read: Chinese Immigrant Parents Watch: Stereotypes of Asian Americans Watch: The Struggle of Being Asian	Oral History Project Quiz 3 Select research essay option and begin the journey
7	Tue Oct 5 – Tue Oct 12	MIDDLE EASTERN PERSPECTIVES Read: Arab and Other Middle Eastern Americans Read: Literacy Reform in the Middle East Watch: Middle Eastern Students in the U.S.	Discussion Board Post #5 Research your essay topic
8	Tue Oct 12 – Tue Oct 19	MIDTERM WEEK Read/Watch: The Danger of a Single Story	Midterm Project Midterm Check In
9	Tue Oct 19 – Tue Oct 26	HISPANIC/ LATINX PERSPECTIVES Read: The Potential and Promise of Latino Students Watch: Defining Latino: Young People Talk Identity Watch: What Being Hispanic and Latinx Means	Discussion Board Post #6 Quiz 4 Work on essay draft
10	Tue Oct 26 – Tue Nov 2	EUROPEAN PERSPECTIVES Read: European Immigrants in the U.S. Read: Immigration Act of 1917 Read: English Test for Naturalization	Discussion Board Post #7 Work on Essay Draft
11	Tue Nov 2 – Tue Nov 9	NATIVE HAWAIIAN/ PACIFIC ISLANDER PERSPECTIVES Read: U.S. Occupation and the Hawaiian People Watch: Hawaii's Legacy of Literacy	Research Essay Draft + Peer Review
12	Tue Nov 9 – Tue Nov 16	BLACK/ AFRICAN - AMERICAN PERSPECTIVES Read: Slave Era Barriers and Black Literacy Take: Literacy Test Read: African American Literacy and COVID19 Read: Black Boy	Revise your draft
13	Tue Nov 16 – Tue Nov 23	LITERACY AND TECHNOLOGY Read: Social Media Effects on Teens Watch: How Technology Changes How We Read	Research Essay Prepare presentation

	Nov 25 – Nov 28	Thanksgiving Recess	
14	Tue Nov 30 – Tue Dec 7	PRESENTATIONS	Present and participate
15	Tue Dec 7 – Mon Dec 13 	REFLECTIONS	Reflection Draft Final reflection: Thursday Dec 16

All assignments are due by 11:59pm at the end of the weekly units (see weeks 1-15 below). Most weeks start and end on a Tuesday, with some exceptions (see: )

Class Participation:

Class participation is a key to your success in this course. This means submitting assignments on a weekly basis and by the due date, contributing to our Discussion Board, checking our course site at least 3 times per week for updates and announcements. If you miss more than two weekly units (equivalent to two weeks of instruction/ 6 class hours), you are in danger of failing the course. Please reach out to me if you are falling behind so that we can come up with a plan of action.

Late Work

All work is required to be submitted on time. Students submitting work late, or wishing to submit work late, must speak to the professor to make arrangements. It is important that students have open communication with the professor to ensure learning is taking place and work is being submitted in a timely manner.

(7) Discussion Board Posts (20% of your final grade, about 3% per post)

Students will engage in discussions on Blackboard throughout the course. The discussion will be based on the topic and/or reading currently at hand. As an example, students will collectively take a historic literacy test used by states to assess whether someone was eligible to vote. Then, students will discuss their thoughts and reactions to the literacy test on the Blackboard discussion forum.

Literacy Narrative: 2-3 pages (5% of your final grade)

Students will write a personal literacy narrative of a specific moment they were acculturated into the literacy practices associated with one community of which they are a member. Students can choose to write their papers chronologically (e.g., childhood, adolescence) or thematically. Students are encouraged to explore tensions that arise from participating in literacy practices of multiple communities.

Oral History Project (10%)

Students will conduct an oral history project of an individual who attended school at least 20 years prior to the student. The student will record an oral history of that individual's experiences with literacy instruction. Analysis. When all students' oral histories are collected and submitted, the professor will analyze them, demonstrating to students how to find themes related to literacy, identity, communities, and/or hegemonic or counternarrative discourses. Write report or post video.

Midterm Perspectives Project, 3 pages (10% of your final grade)

Select 2 perspectives we have so far covered in this course. For each perspective, find at least one additional source. Using course materials and your own research, teach your audience about those two perspectives, by comparing and contrasting them. The purpose of these perspective papers is to allow students to learn about a new cultural perspective regarding literacy and to make deep, significant, and insightful connections to their own learning and understanding of the world around them. Students will choose one source of material from the chosen perspective. For example, if a student chooses to discuss the African perspective, she/he should choose one of the required

readings or videos to support their writing. Using the chosen materials as a foundation, students should discuss how what they have learned helps inform their current learning, what aspects of the material was challenging and why, whether they found the information interesting or new (or why not), and how they believe what they have learned will assist them as they progress into their careers, and in their own personal lives. Students should strive to make a deep, significant, personal connection with the material presented in class. formatted professionally (Times New Roman, 12-point, double spaced font), with her/his name, date, and class name at the top left of the page.

Quizzes (8%)

Some weekly lessons will include an open-ended quiz posted on Blackboard that focuses on the key concepts in the reading assignments. Students will need to use the respective weekly readings to support their answers to the quizzes.

Individual Research Paper (Choice of Methodology): 4-5 pages (20%)

Option 1: Ethnography of Community

Students will conduct a mini-ethnography where they will observe individuals engaged in literacy practices (e.g., a Bible reading group; book club). Specifically, they will focus attention on the way that literacy is a tool that assists in the development of community, how communities create literacy practices, and the relationship between that community and identity formation (e.g., gender) and/or hegemonic or counternarrative discourses.

Option 2: Literacy Landscapes and Superdiversity: Literacy in the Community:

Students will study a diverse community in New York City and explore the language employed in the local environment (e.g., signs in store windows) and consider a) the expected literacy and language demands of members of the community and b) the landscape's relationship to the concept of superdiversity. Analyses should focus on how language relates to identity, community, power, and/or hegemonic or counternarrative discourse.

Option 3: Literacy History Project For this paper, students will analyze how members of a particular minority community (e.g., indigenous groups in Northern United States) have been affected by the institutionalization of literacy in the United States. Students will examine scholarship that points to literacy practices within this community that are devalued or ignored by formal schooling while considering the strengths of the literacy practices of minority communities. You should also consider how minority communities have used the hegemonic tools of literacy practice to gain access to power.

Option 4: Think-Aloud Experiential Study Students will conduct a mini-research project where they gather data about individuals' experiences with a particular literacy practices (e.g., the reading of a Supreme Court opinion addressing equality). Students will ask participants to engage in think-alouds about what they understand/do not understand while reading; what they disagree with. In reflection, participants will then discuss their overall thoughts about the relationship between literacy their access to power by being able to comprehend and evaluate the reading. Students will analyze data and their relationship to identity, community, and/or hegemonic or counternarrative discourses

Option 5: Analyses of Literacy Tests

With or without a partner, students will distribute a historic literacy test to at least five adults. As we will discuss in class, post-Civil War, many states required adults to pass a literacy test to be eligible to vote (with the explicit purpose of limiting voting access of African-American voters). Students will ask these individuals to take the literacy test. After the participants finish the test, students will ask participants to discuss their reactions to/experiences with taking the literacy test (e.g., did they feel there was cultural bias in the way the literacy test was structured). Individually, students will then write a 3–4-page reflection outlining what they learned through the activity while using data from participants to inform their reflection.

Literacy Presentation (10% of your final grade)

Students will complete a literacy presentation via PowerPoint or other presentation tool, which will encompass a thorough investigation of a literacy perspective from a chosen group of people (as covered in the course) and one that you identify with. Students will evaluate and make critical connections between a topic of their choosing and their own personal experiences, and the experiences of other individuals.

Final Reflection: 4 pages (10% of your final grade)

Students will include a reflection that analyses the narrative for the relationship between literacy practices, identity, community, and/or hegemonic power and learning in the course. Combo of midterm project and literacy narrative, revision.

As this course is interdisciplinary, additional assignments could include, among others, a phenomenological study of experiences with literacy, analyses of the way that popular culture (e.g., television/film, music) and/or art portrays/represents literacy among diverse groups in the United States, or an analysis of the performance of literacy and its relationship to identities, communities, and/or hegemonic or counternarrative discourses.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Advocacy and Resource Center (formerly Single Stop)

<https://www.bmcc.cuny.edu/student-affairs/arc/>, room S230, 212-220-8195, arc@bmcc.cuny.edu. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the ARC Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220-8130, studentaffairs@bmcc.cuny.edu.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility Students who need academic accommodations in connection with a disability must initiate the request with BMCC's Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s.

Office of Accessibility www.bmcc.cuny.edu/accessibility, Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional

or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).