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LRC 795d: COLLOQUIUM – Spring 2013
INFLUENTIAL READINGS IN LANGUAGE, READING AND CULTURE

Catalog Description

This seminar focuses on influential readings considered foundational to the study of language, reading and culture. Participants identify a list of influential readings and participate in intensive reading, reflection, and discussion of these readings.

Expanded Seminar Description

This seminar provides an opportunity to examine influential readings that are considered foundational to the study of language, reading and culture. Influential readings are identified as such because they are frequently referenced in current educational writing and are viewed by many in the field as having a significant influence on the thinking of educators. Many of these readings have withstood the test of time and argumentation and are considered classics. They contain concepts, theories, or ideas that are or have been used as the basis for subsequent conceptualizations (and, as such, could be virtually invisible in the professional literature).

This seminar grew out of a concern that many of these readings have been neglected in favor of secondary writings or commentaries on these readings. Consequently, we often know these writers and their ideas only through the interpretations of others. This seminar highlights the reading of original sources. These readings will be identified by class members based on their research and scholarly study, as well as interviews with faculty in Language, Reading, and Culture. From this list of influential readings, class members will decide on specific books to read in small groups and as a whole class. Discussions on each book will focus on that author's concept of knowledge and its significance to our studies.

This course is a graduate seminar in which class members will engage in extensive reading and discussion. We will first identify a list of influential readings through searching past notes and references and interviewing faculty members and other identified educators. From this list of influential readings, we will decide which books to read as a whole class or in small groups. For each reading, class members will write a reflection on connections and tensions for that book as well as engage in a mini-inquiry to examine a question or issue that emerges through reading and discussion. These reflections and mini-inquiries will form the basis for class discussions and the final paper. Seminars are not lecture courses, but focused in-depth inquiries. Our goal is to form a strong working community to support both group and individual goals. The participation of all of us is essential to the success of the seminar.

Course Objectives

1. To read original sources of theorists and researchers considered foundational in the fields of language, reading and culture.
2. To connect seminal readings to class members' specific areas of interest.
3. To engage in critical dialogue and reflection on seminal readings and to learn strategies for collaborative dialogue with others.
4. To develop a systematic way of recording key passages and reflections from readings for use in scholarly papers and dissertation research.

Beliefs about Learning within This Course

Our class experiences are based on the following beliefs about learning:

1. Learning is an active process.
We will immerse ourselves in reading and responding to professional readings and engaging in mini-inquiries.
2. Learning is a social process of collaborating with others.
We will explore our thinking about our reading and experiences through dialogue with others.
3. Learning occurs as we connect to our experiences and explore tensions with our current beliefs.
Responses to our readings will focus on connections to our lives and teaching experiences. We will share ideas and concerns from our teaching and professional experiences. We will identify and explore tensions with our current beliefs and past experiences to interrogate our values.
4. Choice allows learners to connect to their experiences and feel ownership in their learning.
We will have choices in the books we read, our responses to reading, and the specific focus of mini-inquiries and the final project.
5. Learning is reflective as well as active.
We will have many opportunities to reflect on what we are learning through writing, talking, sketching, and self-evaluations.
6. Learning occurs in a multicultural world with many ways of knowing.
We will search for professional literature that reflects diversity in experiences and ways of expressing those experiences.
7. Learning is a process of inquiry.
As learners we need to search out the questions that matter in our lives and develop strategies for exploring those questions and sharing our understandings with others.

Overall Course Structure

Orientation to the seminar to identify readings
Time lines of intellectual development
Identification of readings or authors
Interviews with faculty on influential readings
Initial Common Readings
Class discussion and reflection on two common books
Reading Groups (2-3 weeks per book)
Group discussion
Written reflection
Sharing mini-inquiries based in readings
Final project presentations.

Course Readings

Fleck, Ludwik. (1935). *Genesis and Development of a Scientific Fact*. Chicago: University of Chicago.
Jackson, Alecia Y. & Massei, Lisa. *Thinking with Theory in Qualitative Research*. Routledge, 2012.
Occasional articles and chapters on D2L
Other books and articles as identified by class members.

Course Projects

1. Attendance, participation, and readings
Because of the collaborative, participatory nature of this seminar, class members are expected to attend every class session and to come prepared by having completed the readings and written reflections. The heart of the seminar is in-depth discussions of the readings and so any absence is problematic. Missing more than one class during the semester will negatively influence your final grade. If you absolutely have to miss a class due to illness or emergency, leave a message in advance in the LRC office (621-1311) or

by email. Contact a class member so that you are fully prepared for the next class. Meet with me at the next class session to determine how you will make up the work for the class you missed.

Participation in the class consists of completing the weekly readings and/or mini-inquiries on time, bringing written reflections on these readings and inquiries to class, working actively in small groups with class members, and engaging in large and small group discussions. In general, we will read a new book every two weeks. In addition, class members will complete time lines of their own thinking, identify readings from their previous work, and engage in research and interviews to identify additional options. These time lines and related materials will become the first documents in a course portfolio.

Decisions about the readings beyond the first two books will be made by the class based on data gathered from interviews, library research and surveys of students' past readings. The group will decide whether there are additional books to read as a whole group and determine other books to read as small groups based on students' interests and backgrounds.

2. Connections & Tensions

As you read each book, keep track of key passages that connect to your experiences and passages that cause tension. Connections are passages where you find yourself in agreement because they relate to beliefs you already hold and to experiences you've had in classrooms. Tensions are passages that seem to contradict your experiences and beliefs or that raise questions you haven't resolved for yourself. They are surprises, anomalies, or disjunctions -- something that puzzles you or with which you disagree. You will also want to identify passages that connect closely to your inquiry focus as an educator and that you want to remember and be able to locate as you engage in your own research and writing.

Develop a system for keeping track of these key passages. It may be through highlighting and notes in the margins, post-it notes and tabs, quotes on note cards or typed into the computer or a database, or other system that works well for you. Always bring these with you to class as a reference during discussions.

We will spend two weeks reading each book and use the following ways of sharing with the small groups

- During the first discussion of a book, identify one key connection and one key tension and mark those passages in the book. Write a short reflection on each quote, indicating why you chose it. The small group discussions will begin with each person sharing the two quotations and telling the group why the quotations are significant for them as a tension or connection. Also, do some internet research on the theorist to understand some of that person's history and sociopolitical context.
- For the second discussion of a book, write a one page reflection and bring copies of that reflection for all the members of your small group. Look through the key passages that you have identified as you read and choose one or two of your most significant connections/tensions. Indicate the page number and comment on the connections/tensions that a particular passage raised for you. Do not summarize the passage. Write about the experiences or questions that the passage raises for you --what's on your mind. Constantly consider the question: What is the concept of knowledge put forward by this author and why is this important in my studies? The group will begin by silently reading the one-page reflections of each group member and marking key ideas to consider in the group discussion and then move into a group discussion. Keep these reflections in a portfolio for your final paper
- During the third discussion of a book, group members will share their individual mini-inquiries and determine some way of sharing key insights from the book with the whole class.

3. Mini-inquiries

Typically we will spend two weeks reading each book. At the end of the second discussion for a book, we will identify questions, issues, or ideas that have developed through our reading and discussion. Each class member will choose one of these to conduct a mini-inquiry during the following week. The data and a reflection on the mini-inquiry go into the portfolio. The reflection will include a short description of the question, issue, or idea and why it is important to you, what you did, and what you found from your data. Part of the mini-inquiry can also be identifying further reading related to the book just completed.

4. Final paper

The nature of this paper may change based on decisions about the types of books that are read and the ways in which class discussions and mini-inquiries develop. The final paper is not a large project but a way to pull together the various readings and mini-inquiries of the theorists you have chosen to read across the semester. The final paper can include:

- a) critique of an idea or concept that integrates connections across readings
- b) an intellectual biography of a particular scholar, tracking that researcher's thinking over time
- c) an essay that synthesizes consonance/dissonance across a variety of readings
- d) expand a mini-inquiry
- e) examine and critique the professional literature on a specific issue
- f) your proposal

Methods of Evaluation

Each class member will reflect on their learning and their goals for the semester on a mid-term evaluation/reflection paper. At the end of the semester, class members will evaluate their projects in relation to their goals, their process of learning, and the quality of the product. Class attendance and active participation and preparation for class sessions along with the portfolio and final projects will be taken into account in the final course evaluation. Final grades will be determined holistically from this portfolio and class attendance/participation.

More than one absence from class will affect the final grade. Your final grade will be based on your growth and learning, the quality of your written work, and your attendance, participation, and preparation for class. While you can negotiate the ways in which you define class projects, you must complete all of these projects to fulfill course requirements and your final grade will be based on the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. An incomplete will not be given for the course except in extreme situations and only with prior approval by the instructor.

University Policies

- Approved Absences All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored
- Students with Disabilities: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations
- Policies against plagiarism. See the Student Code of Academic Integrity [.http://dos.web.arizona.edu/uapolicies](http://dos.web.arizona.edu/uapolicies)
- Policies against threatening behavior by students. See the university policies.

LRC STATEMENT OF PRINCIPLES ON MULTICULTURAL EDUCATION

The term "multicultural education" expresses the essential mission of the program and the university. Multicultural education is not just "about" certain subjects; it does not merely offer "perspectives" on education. It is an orientation to our purposes in education - and ultimately an orientation to life, one that values diversity of viewpoints and experiences and sees people as valuable contributors to the experience of school and society. Life in universities is a self-consciously multicultural. Learners bring a variety of linguistic and cognitive strengths from their families, communities and nations into the classroom; these strengths are resources to be appreciated as such by educators. Education must expand on the linguistic and cognitive strengths that learners already possess and bring with them to the classroom, rather than ignore or try to replace them with others. Respect and appreciation for cultural and community knowledge means that universities serve the interest of education when they allow for an exchange of views, rather than rely exclusively on a transmission model of instruction. We recognize the existence of a variety of communities - each with its own voice and interests - both within and outside the university; a broad education offers the opportunity to hear and study as many of these voices as possible. Such an accommodation includes those communities which have traditionally been excluded or underrepresented in the university. Recognition of the validity of these general principles must be reflected in our courses, relations with students, staff and other faculty members, and in the community life of LRC.

Tentative Schedule

January	15	Introduction to seminar	
January	22	Examining our "thought collectives" Paradigms of thought	Read - Fleck Time Lines List of possible readings
January	29	Why theory matters	Read Jackson & Massey Bring info from interviews
February	5	Socio-political context of ideas Identifying influential readings	Mini-inquiry Identify book selections
	12	Book Groups	
	19	Book Groups	
**February 21 – TLS Graduate Student Colloquy			
	26	Mini-inquiries	Mini-inquiry due
March	5	Book Groups	
	12	Spring Break	
	19	Book groups	Mid-term reflections due
	28	Mini-inquiries	Mini-inquiry due
April	2	Book Groups	
	9	Book Groups	
	16	Mini-inquires	Mini-inquiry due
	23	Text set groups	
	30	Share projects	Final papers due
May	7	Key Issues Across Theorists	Final evaluations due

Books read in previous sections of this seminar:

Paulo Freire, *Pedagogy of the Oppressed*; *Literacy: Reading the Word and the World*

M. Foucault, *The Foucault Reader* and *Discipline and Punishment*

M. Bakhtin, *The Dialogic Imagination*

Greg Cajete, *Looking to the Mountain*

Elliot Eisner, *Cognition and Curriculum Reconsidered*

Robert Ruddell, Martha Ruddell, & Harry Singer (Eds.) *Theoretical Models of Reading*

Suzanne Langer, *Philosophy in a New Key*

Shirley Brice Heath, *Ways with Words*

Popkewitz and Brennan (eds). *Foucault's Challenge: Discourse, Knowledge & Power in Education*

John Dewey, *Art and Experience*, *How We Think*, *Democracy & Education*, *Education & Experience*

E. Brook Smith, Kenneth Goodman, Yetta Goodman, *Language and Thinking*

Frank Smith, *Reading without Nonsense*, *Understanding Reading*, and *Essays about Literacy*

Kenneth Goodman, *Language and Literacy*

Stephen Gould, *The Mismeasure of Man*

Lev Vygotsky, *Mind in Society* and *Language and Thought*

Michael Halliday, *Learning How to Mean*, *Social Semiotics*

Louise Rosenblatt, *Literature as Exploration*, *The Reader, the Text and the Poem*

Belenky, et al. *Women's Ways of Knowing*

Douglas Barnes, *From Communication to Curriculum*

E. Ferreiro, *Literacy before Schooling*

Thomas Kuhn, *The Structure of Scientific Revolutions*

Piaget, *Language and the Child*

Jerome Bruner, *Acts of Meaning*, *Actual Minds*

Jean Lave & Etienne Wenger, *Situated Learning: Communities of Practice*

Clifford Geertz, *The Interpretation of Culture*

Sonie Nieto, *Affirming Diversity*

Scribner and Cole, *The Psychology of Literacy*

James Cummins, *Language, Power and Ideology*

Pierre Bourdieu, *Language and Symbolic Power*

Holland, Dorothy, et al, *Identity and Agency in Cultural Worlds*

Louis Menard, *The Metaphysical Club: A Story of Ideas in America*

Linda Smith, *Decolonizing Methodologies*