

San Francisco State University
ENG 432/832: Seminar in Immigrant Literacies and Community-Based Projects

Course Syllabus - Summer 2008 (R1)
Weds, June 11, 18, 25; July 2, 9
9:00am ~ 5:00pm, HUM 127

Instructor: Maricel G. Santos

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Office hours during R1: Weds, 8:15am-8:45am; Thurs, 9:00am – 11:30am; and by appt

Course Description:

A critical exploration of the role of language and literacies in everyday contexts in which immigrants participate, such as home, work, community, and health care. This exploration will culminate in students creating a Community-Based Project Proposal that serves a literacy-related need in the community.

Objectives of the course:

Knowledge:

- To demonstrate knowledge of multiple perspectives on literacy, including literacy as skill, literacy as practice, and literacy as social action.
- To demonstrate knowledge of the multiple contexts for literacy/biliteracy development, including school, home, work, community, and health care.

Values:

- To reflect on our own cultural backgrounds and beliefs about language, literacy, and immigrant communities, and the ways these views influence our community interactions and perspectives on community partnerships;
- To value the complex ways that social and cultural forces influence how 'language and literacy problems' are defined and addressed;
- To demonstrate commitment to the creation of language and literacy environments and positive experiences that help immigrant adults and their families see themselves as capable, competent, engaged participants of society.

Skills:

- To develop skills for inquiry for exploring language, literacies, and the immigrant experience;
- To develop the skills for building university-community partnerships and promoting meaningful access within immigrant communities to information and services;
- To gain experience developing a plan (Community-Based Project Proposal) that is designed to facilitate the building of community partnerships that serve the needs of immigrant groups in the Bay Area.

Required texts (in bookstore)

Auerbach, E. (Ed.). (2002). *Community partnerships*. Arlington, VA: TESOL.

Course reader - Details about cost and pick-up coming soon.

Optional textbooks. A few copies are available in the bookstore and via the SFSU Reserve Book Room in the library.

Barton, D., Hamilton, M., & Ivanič, M. (2000). *Situated literacies: Reading and writing in context*. London: Routledge.

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, & Giroux.

Papen, U. (2005) *Adult literacy as social practice – more than skills*. London: Routledge.

Purcell-Gates, V. (Ed.). (2007). *Cultural practices of literacy: Case studies of language, literacy, social practice, and power*. Mahwah, NJ: Lawrence Erlbaum.

Shirky, C. (2008). *Here Comes Everybody: The Power of Organizing Without Organizations*. New York: Penguin.

Stoecker, R. (2005). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage Publishing.

Zarcadoolas, C., Pleasant, A.S., & Greer, D.S. (2006). *Advancing health literacy: A framework for understanding and action*. San Francisco: Jossey-Bass.

How you will be evaluated:**Students enrolled in ENG 432**

- 20% Participation, attendance
- 25% Written assignments (e.g., 2 reflection reports)
- 25% Oral presentations
- reading facilitations 10%
 - final presentation 15%
- 30% Community-based project proposal*

Students enrolled in ENG 832

- 20% Participation, attendance
- 25% Written assignments (e.g., 3 reflection reports, 1 critical review)
- 25% Oral presentations
- reading facilitations, critical review presentation 10%
 - final presentation 15%
- 30% Community-based project proposal*

***Community-based Project Proposals (written version) due by 5:00pm on Friday, July 11, 2008.** Proposal guidelines to be distributed in class.

Course Outline (subject to change)

Session One: June 11, 2008

Literacy as skill, literacy as practice

Literacies in context: Home, school, community, work, health care

Agenda

1. Introductions + overview of course
2. Sharing/discussion of reflection reports
3. Lecture/discussion: Literacies in context
4. Overview of community-based project proposals

Lunch break

5. Panel Discussion: *Literacies at work: Voices from the community*
6. Groupwork: Brainstorm project ideas ("Fill your bucket" activity); begin to form project teams
7. Review of work for Session 2

To prepare for Session One

Write reflection report #1 (see guidelines on pp. 10-11 of syllabus).

Read ONE of the 4 articles:

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|--------------------|--|
| HEALTH | Dray, S., & Papen, U. (2004). Literacy and health: Towards a methodology for investigating patients' participation in healthcare. <i>Journal of Applied Linguistics</i> , 1(3), 311-332. |
| HOME/SCHOOL | Faulstich-Orellana, M., Dorner, L., & Pulido, L. (2003). Accessing assets: Immigrant youth's work as family translators or "para-phrasers." <i>Social Problems</i> , 50(4), 505-524. |
| COMMUNITY | Kalman, J. (2000). Learning to write in the street. <i>Qualitative studies in education</i> , 13(3), 187-203. |
| WORK | Hull, G.A. (1999). What's in a label? Complicating notions of the skills-poor worker. <i>Written Communication</i> , 16(4), 379-402. |

While you read:

Think about the following questions as you read your jigsaw article:

1. Who is the community described in this article? What literacy activities do they engage in?
2. What steps (methods, approaches) did the author(s) take to study literacy activities?
3. What ideas/findings about literacy, language, power, culture, or identity does the article highlight?
4. In what ways do the authors demonstrate that literacy is a *social* and *situated practice* (see David Barton & Mary Hamilton's chapter *Literacy Practices*)? Be able to cite specific places in the text to explain your answer.
5. Pick 1-2 quotations from the article that you find the most compelling and relevant to your own responsibilities as a practitioner who works with immigrant/refugee communities.

Take notes on your responses to these questions, and bring your notes to class.

Session Two: June 18, 2008
Debates about literacy, cognition, and schooling
New debates on learning to be 'literate
Tools for inquiry, partnership, and service, Part 1

Agenda

1. Lecture/discussion: How does orality differ from literacy? Does literacy change the way we think?
2. Group work/discussion: Learning to be literate in and out of school

Lunch break

3. **“The healing power of stories”** -- workshop facilitated by Gail Weinstein (English/TESOL)
4. Launching your project work: Web search tools for finding national and local data -- workshop facilitated by Pamela Howard (Library)
5. Review of work for Session 3

To prepare for Session Two

Note: Reading Guides for assigned readings to be distributed in class.

Be sure to bring back your “Fill your bucket” activity worksheet.

Read peer’s Reflection Report #1 and respond in writing.

Post your Reflection Report #2 in reaction to the *Voices from the Community* Panel on iLearn site by midnight, Saturday, June 14. See pp. 10-11 of syllabus for guidelines.

Review:

Purchase a copy of Elsa Auerbach’s *Community Partnerships* and skim the chapters. Choose 2-3 chapters that interest you. (During Session Two, you will sign up to lead a small-group discussion on 2 chapters during Sessions Three/Four).

Everybody reads for morning discussion¹:

Cole, M. 1996. *Cultural Psychology*. Cambridge: Harvard University Press. [section on Vai literacy, pp. 227-235]

¹ Jay Lemke (Professor of Education, University of Michigan) uses a similar set of readings on his *History of Literacy* syllabus, see http://www-personal.umich.edu/~jaylemke/courses/HistLit/703_syllabus.htm

- Greenfield, P. (1983). Review of "The Psychology of Literacy by S. Scribner and M. Cole". *Harvard Educational Review* 53, 216-220.
- Gee, J.P. (1986). *Orality and Literacy: From The Savage Mind to Ways with Words*. *TESOL Quarterly*, 20, 719-746.
- Olson, D.R. (1994). *The World on Paper*. Cambridge: Cambridge University Press. [Chapter 4, pp 65-90]
- Lemke, J.L. (1995). Literacy, Culture, and History. [Review of *The World on Paper*](#) by D.R. Olson. *The Communication Review* 1(2): 241-259.

Everybody reads for afternoon workshop:

- Bell, J. S. (2002). Narrative inquiry: More than just telling stories. *TESOL Quarterly*, 36(2), 207-213.
- Carmona, R. (2004). Cross-cultural communication in health care. *Literacy Harvest*, 11, 19.
- Remen, R. (1997). *Kitchen Table Wisdom: Stories That Heal*. (Introduction). New York: Penguin. Available: <http://www.rachelremen.com/introktw.html>
- Weinstein, G. (1999). *Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy*. Delta Systems, McHenry, IL. (Introduction)

Selected recommended readings (optional):

- Bendor-Samuel, D.H. (1992). Literacy: Applied linguistic aspects. *International Encyclopedia of Linguistics*, v. 2, 341-343.
- Cole, M. & Nicolopoulou, A. (1992). Literacy: Intellectual consequences. *International Encyclopedia of Linguistics*, v. 2, 343-345.
- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Penguin Press.
- Hull, G. & Schultz, K. (2001). Literacy and Learning Out of School: A Review of Theory and Research. *Review of Educational Research*, 71(4), 575-612.
- Weinstein, G. (2004). Immigrant adults and their teachers: Community and professional development through family literacy. *CATESOL Journal* 16(1), 111-124.
- Zarcadoolas, C., Pleasant, A.S., & Greer, D.S. (2006). *Advancing health literacy: A framework for understanding and action*. San Francisco: Jossey-Bass. (Chapter 3, Defining health literacy, pp. 45-67).

Session Three: June 25, 2008
Community-based research and grant-writing skills
Tools for inquiry, partnership, and service, Part 2

Agenda

1. Discussion of readings: Research methods, service learning, and community change
2. **“Grant-writing for community-based participatory research”** -- workshop facilitated by Jerry Eisman, Kathy Dalle-Molle, and Bonnie Hale (Institute of Civic and Community Engagement, SF State)

Break

3. Group discussions: Selected chapters from *Community Partnerships* + articles read for ENG 832 critical reviews
4. Project work
5. Review work for Session Five

To prepare for Session Three

Note: Reading Guide to be distributed in Session Two.

ENG 832: Critical Reviews due in class. See guidelines on p. 13 of syllabus.

Everybody reads for morning workshop:

Stoecker, R. (2005). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage. (excerpt from Chapter 1, “But I don’t do research” and all of chapter 2, The goose approach to research)

Check out website *Grantmakers Concerned with Immigrants and Refugees*, <http://www.gcir.org/>
Find 1-2 useful resources and come to class prepared to talk about them with others.

Jigsaw reading for afternoon discussion:

ENG 432/832: You will be assigned a chapter from Auerbach’s *Community Partnerships* and will facilitate a small-group discussion. See guidelines on p.12.

Session Four: July 2, 2008

Tools for inquiry, partnership, and service, Part 3

Agenda

MORNING SESSION TO BE HELD IN LIBRARY, ROOM 426A.

1. Lecture/discussion of readings: Perspectives on literacy, global thinking, and community change
2. Workshop: “Tools for expanding information literacy” facilitated by Dr. Pamela Howard, Senior Reference Librarian, SF State

Lunch break ~ Go to HUM 127 for afternoon session.

3. Group discussions: Selected chapters from Community Partnerships + critical review articles
4. Project work
5. Review work for Session Four

To prepare for Session Four

Note: Reading Guide to be distributed in Session Three.

Be sure to bring back your “Fill your bucket” activity worksheet.

Everybody reads for morning workshop:

Dutcher, G.A., & Hamasu, C. (2005). Community-based organizations’ perspectives on health information outreach: A panel discussion. *Journal of the Medical Library Association*, 93(4), S35-S42.

Gaventa, J. (1993). The powerful, the powerless, and the experts: Knowledge struggle in an information age. In P. Park, M. Brydon-Miller, B. Hall & T. Jackson (Eds.), *Voices of Change: Participatory research in the United States and Canada* (pp. 21-40). Westport, CT: Bergin & Garvey.

Jigsaw reading for afternoon discussion:

ENG 432/832: You will be assigned a chapter from Auerbach’s *Community Partnerships* and will facilitate a small-group discussion. See guidelines on p.12.

Selected recommended reading (optional):

Shirky, C. (2008). *Here comes everybody: The Power of Organizing Without Organizations*. New York: Penguin Press. (Chapters 2 Sharing anchors community; Ch. 6 Collective action and institutional change)

Session Five: July 9, 2008

Community Forum: Presentations of community-based project proposals

Sustaining partnership: Challenges and positive directions

Final reflections

Agenda

1. Community Forum Presentations, 9:00am – 11:00am

Lunch Break + Poster Sessions, 11:00am – 12:00pm

2. Community Forum Presentations, 12:30pm – 2:30pm

Short Break

3. Group discussion: Challenges and strategies for sustaining partnership
4. Final reflections and course evaluations

To prepare for Session Five

Prepare final project presentation. Guidelines to be distributed in class.

Everybody reads

Boyle-Baise, M., Brown, R., Hsu, M., Jones, D., Prakash, A., Rausch, M., Vitols, S., & Wahlquist, Z. (2006). Learning Service or Service Learning: Enabling the Civic. *International Journal of Teaching in Higher Education, Special Issue: Future Directions for Service Learning in Higher Education*, 18(1), 17-26.

Rudd, R. (2002). Diffusion of innovation. *Focus on Basics*, 5C. Available online: <http://www.ncsall.net/index.php?id=246>

Choose ONE of the following:

Johnson, K. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40(1), 235-257.

Koehn, P.H., & Swick, H.M. (2006). Medical education for a changing world: Moving beyond cultural competence into transnational competence. *Academic Medicine*, 81(6):548-556.

Selected recommended (optional) readings:

Auerbach, E. (2001). "Yes, but...": Problematizing participatory ESL pedagogy. In Campbell, P. & Burnaby, B. (Eds.). *Participatory Practices in Adult Education*. (pp.267-305). Mahwah, NJ: Lawrence Erlbaum Associates.

ENG 432/832 Seminar in Immigrant Literacies Guidelines for writing reflection reports
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There are 3 reflection reports assigned in this course. ENG 432 students must submit reports #1 and #2. ENG 832 participants must submit reports #1, #2, and #3.

Please note that these reports are not meant to be academic essays. You should feel free to use “I” in your prose. You should mention relevant scholars or titles of course readings, but there is no need to include formal in-text citations nor a reference list.

Reflection report #1 (due in class on Session One, June 11, 2008)

There are 5 steps to writing this reflection report.

1. Literacy has traditionally been defined as the ability to read and write, or more specifically, the ability to decode and encode graphic representations (e.g., letters, symbols). Using this traditional definition, describe in 1-2 double-spaced pp. how you became ‘literate’ and assess your literacy strengths.
2. Next, read David Barton and Mary Hamilton’s chapter “Literacy Practices” in Barton, D., Hamilton, M., & Ivanič, M. (2000). *Situated literacies: Reading and writing in context*. As you read, think about the following question: How are current definitions of literacy expanding beyond the ability to read and write?
3. Go back to your reflection report, and consider your literacy strengths based on the expanded definition of literacy as “social” and “situated”. In 1-2 double-spaced pp. describe again your literacy strengths based on this expanded definition of literacy.
4. Finally, describe in 1-2 double-spaced pp. the literacy strengths of a specific immigrant/refugee community you are especially interested in (e.g., a group of ESL learners, day laborers in San Francisco, Vietnamese elders, etc.). If you wanted to know more about the literacy strengths of this community, how would you find out? How do changing notions of literacy affect the way you think about your work with immigrant and refugee communities (e.g., as an ESL teacher, as a nurse, as a community leader...)?
5. Please bring 2 copies of your reflection report to class – one to turn into MGS and one to exchange with a peer.

ENG 432/832 Seminar in Immigrant Literacies Guidelines for writing reflection reports (continued)
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Reflection Report #2 (post to iLearn by midnight, Saturday, June 14).

In 230-300 words, share one compelling idea you learned about literacy, language, culture, power, or identity from the Session One *Literacies at Work* panel. What can educators, nurses, and other front-line workers, do to promote understanding of literacy in the context of school, health care, work, family, or community? What ideas did you come away with for your Community-based Project Proposal that you got from the panel. Share 1-2 ideas you have for focusing the proposal.

After posting your report, respond to the report of AT LEAST 2 peers.

Reflection Report #3 (Due Monday, July 15, by midnight. Please post to iLearn).

**** Only ENG 832 participants are required to complete this report. ****

Choose one of the 3 topics and write a 2-3 pp. reflection report.

- (1) What does “community partnership” mean to you? What would effective community partnerships look like in your area of work? What is your role in promoting partnership?
- (2) What steps would you take in your own area of work (e.g., ESL classroom, clinic, etc.) to understand the cultural beliefs and practices of your learners, patients, etc? What cautions would you need to take? What is one new action step you have discovered this summer?
- (3) You have been asked to organize a 3-hour professional development workshop for your peers based on the skills and knowledge you gained in this course. Explain what you might do for this workshop, and provide a rationale.

<p>ENG 432/832 Seminar in Immigrant Literacies Guidelines for facilitating small-group discussions of Elsa Auerbach's <i>Community Partnerships</i></p>
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Preparing to facilitate

1. You will be assigned to a group of 3-4 people. Each person in the group will be responsible for facilitating a discussion of a chapter in *Community Partnerships*. Each person will present a chapter for 15 minutes, followed by a 15-20 minute period of open discussion about the chapters.
2. You will have **15 minutes to present the chapter to your small group**. Your presentation should include the following:
 - a. *Brief summary of chapter content*. Be sure to cover the basics: who was involved, what did they do, where did it take place, how did they work together, why was the project undertaken, and other relevant contextual details. (5 mins)
 - b. *Analysis*. Review the key factors (pp. 8-10 in book) that Elsa Auerbach suggests leads to strong participant ownership. Which of the factors are most relevant to the project you read about? In what ways was the partnership successful in promoting ownership among participants? What were the areas of greatest struggle? (5 mins)
 - c. *Applications*. What are some insights or strategies discussed in this chapter that you can apply to your own project proposals? (5 mins)
3. You are encouraged to read chapters not assigned to you, particularly if you feel that the focus is relevant to your community-based project proposal.

ENG 432/832 Seminar in Immigrant Literacies Guidelines for writing the critical review

**** Required of ENG 832 participants only ****

Purpose:

To demonstrate your ability to concisely summarize and to offer a critique of a professional journal article, chapter, or book, with appropriate outside references.

Directions:

1. Choose a professional journal article, chapter, or book that is related to language/literacy in context. For ideas, please see ENG 432/832 bibliography of recommended readings.
2. Write a concise, 2-3 page critical review (no more than 1,000 words) of the article/book.
3. In your critical review, you are asked to (a) provide a concise summary of the reading's content; (b) evaluate the key arguments, contributions, and/or limitations of the selected reading; you should aim to highlight those aspects of the article that would best stimulate classroom discussion; and (c) reflect on the reading based on your personal experiences and goals in your work with immigrant/refugee communities.
4. You will have an opportunity to discuss your critical reviews in small groups during class.
5. How you will be evaluated:
 - (a) Fulfillment of the criteria specified above
 - (b) Organization, clear expression, style, grammar, and spelling
 - (c) Comprehensible, succinct summary or synopsis of the article/book
 - (d) Evidence of analytical thinking and reflection on your own practice
 - (e) Choice of appropriate references and accurate American Psychological Association (APA) bibliographic style

DUE IN CLASS ON JUNE 25, 2008 (SESSION THREE)