

EDUCATION 194A

LANGUAGE, LITERACY, AND HUMAN DEVELOPMENT

Moore Hall
Fall Quarter 2006
Tuesday and Thursday: 11:00 a.m.-12:50 p.m.

University of California, Los Angeles
Graduate School of Education & Information Studies

COURSE WEBSITE: courses.gseis.ucla.edu
LAS REDES WEBSITE: www.gseis.ucla.edu/uclinks/lasredes
UCLINKS TWIKI: www.uclinks.org/twiki/bin/view/TWiki/WebHome

INSTRUCTIONAL TEAM*

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**OFFICE HOURS for instructional team by appointment only.*

El Maga
Las Redes Creator
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COURSE OBJECTIVES

This course provides opportunities to combine theory and practice in the study of language, literacy, and human development in educational settings. It is a collaborative partnership into learning between undergraduates, children at Las Redes, and the instructional team. Undergraduates are introduced to ethnographic methods (i.e., participant observation techniques) as a mode of inquiry in developing an understanding of how language and literacy inform learning. Building from principles in **cultural-historical theories of learning** and insights from **new literacy studies**, we will expand our understandings of relationships between these areas, "pushing" theory and our understandings against our concrete experiences at site, and vice-versa, as we continue this journey of cultural production in human activities.

Beginning last Spring, in EDU 194C, we added a newer component to our system of cultural activity - DIGITAL STORYTELLING. We hope the uptake of this newer artifact will continue to merge with some of its designed intentions and to push-back in some unexpected ways, leading to meaningful learning experiences for all participants: the children of Las Redes, the undergraduates, and the instructional team.

DIGITAL STORYTELLING

At Las Redes, we are working to implement digital storytelling (see www.storycenter.org) as an additional component of site. The elementary students, with the guidance of undergraduate students, work on computers to create their own Digital Stories using Final Cut Pro and iMovie. These digital stories primarily include personal narratives as well as fictional stories that incorporate personal experience and reflection on students' daily lives, families, friends, school, community, etc. In this way, we hope to create a space that fosters meaningful and empowering uses of new technologies with the primary purpose of fostering critical literacy practices. The practices that constitute critical literacy include developing ones story by asking questions such as: What are the meanings of different elements in my story? Why are they important to me? How might the inclusion of different elements, characters, scenes, mediums, etc. change my story? For whom am I making this story? What are some ways others might interpret my story? Whose voices am I choosing to include in my story and why?

These questions are by no means static or exhaustive. We hope they serve as working examples to encourage students to read and re-read their own lives, relationships, experiences and communities through the process of writing and creating their Digital Stories.

CORE REQUIRED ACTIVITIES

There are eight core required activities associated with the course:

- 1) **Class participation and attendance.** Attendance and active participation, including student discussion of the readings, are required. THERE ARE NO EXCUSED ABSENCES. Please be on time. Sign-in sheets circulate at the beginning of each class.
- 2) **To attend an after-school site in the afternoon from 2:00 to 4:30 PM.*** The after-school site, in the Lennox School District near the L.A. airport, is open on Mondays, Tuesdays, and Wednesdays for the Fall quarter. During the after-school activities, students work and play with children to promote intellectual and social development. Interactions with children occur around board and computer games as well as digital storytelling.

School Site:

Moffett Elementary School, 11050 Larch Ave, Lennox, CA 90304
Jo Ann Isken, Principal, (310) 680-6200

NO SITE: October 18; November 1; November 15 (all these dates fall on a Wednesday)

- Students signing up for 7 units will visit the after-school site once a week.
 - Students signing up for 8 units will visit the after-school site twice a week.
- 3) **To write detailed FIELDNOTES on the experience following each after-school site visit.***
 - Fieldnotes must be submitted by email no later than 10 PM of the day following the site visit. Fieldnotes turned in after this time will be considered late and will result in a reduction of site visit(s), regardless of whether they are taking the class for 6 or 8 units. It is vital that fieldnotes are turned in on time, so that the instructional team can provide feedback on fieldnote content and fieldnote strategies.
 - One hard copy of fieldnotes are also submitted to the instructor during the subsequent class meeting.
 - **SEVEN** sets of fieldnotes must be submitted to pass the course.
 - The development of fieldnote taking skills as a research method is one of the major educational elements of the course.

Please send your site fieldnotes and question responses to each of the following addresses:

- Your TA, to be assigned (PLEASE DO NOT SEND TO ALL TAs!)
- uclinks@gseis.ucla.edu

When submitting emails, use the following email subject format:

For Guiding Questions: QF [due date]

Example: QF 10/03/06

For Fieldnotes: FNF [day of site visit]

Example: FNF 10/04/06

**These activities partially fulfill the requirements for the lab/field component, EDU 182/3A.*

- 4) To complete **WEEKLY READINGS** and **GUIDING QUESTIONS**.
 - All Required Readings should be read before the week they are assigned.

- All readings and guiding questions are available on the course website: courses.gseis.ucla.edu
- Your guiding question responses, no more than 1 single-spaced page, should be e-mailed on TUESDAYS, NO LATER THAN 8:00 AM to all of the e-mail addresses listed above.
- **DO NOT SEND ATTACHMENTS!**
- You must also submit one hard copy of question responses to the instructor during class each Tuesday.
- Students must complete **ALL** question responses to pass the course.

5) **20-MINUTE GROUP PRESENTATION** of readings to the class.

- Each student works collaboratively with other students to present on one (1) article/chapter from the RECOMMENDED READINGS, tying it to themes, concepts, and issues that emerge from the REQUIRED readings for that week.
- Students enrolled for 7 units present once in the quarter; students enrolled for 8 units present twice.
- Your group is responsible for informing the instructional team, at least a week before your presentation, on the article/chapter you will be presenting from the RECOMMENDED READINGS for that particular week. We strongly recommend that you meet with the instructional team ahead of time to help with your presentations.

6) To write an 8-10 page **RESEARCH PAPER** that relates theoretical constructs developed in the course readings, lectures, and discussions to your participant-observations at site, using fieldnotes as the central empirical entry point for your analysis. The final paper may be co-authored. One hard copy of research topic proposal, draft, and final paper must also be emailed to all of the above emails. You/your group is required to discuss your research paper findings in a 10 minute **CLASS PRESENTATION** during our Final Exam Meeting.

- One page research paper **problem statement** due : Tuesday, November 28th
- 2-3 page draft of introduction due: Tuesday, December 5th
- Final draft of paper due: At the time of the final examination meeting

7) To write a 3-4 page **SELF-REFLECTION PAPER** that focuses on the student's own development during the course, as well as your contribution to the class and your research paper/presentation. A separate prompt will be provided closer to the due date. One hard-copy of self-reflection paper are also submitted to the instructional team during class. Self-reflection paper must also be emailed to all of the above emails.

Both the research and self-reflection paper are due on the day of the final exam meeting.

GRADING^a

Grading for the course will be based on the following*:

I.	Class participation and attendance: All class meetings	25%
II/III.	Site participation & fieldnotes: 7 fieldnotes	25%
IV.	Weekly readings and guiding questions: All required readings 9 guiding question responses (1/week)	20%
V.	20-Minute group presentation:	5%
VI.	Research paper & presentation: 1 pg. problem statement 2-3 pp. draft of introduction 8-10 pp. final draft Final presentation	20%
VIII.	Self-reflection paper: 3-4 pg. statement	5%

^aGrading Coda: ALL core activities are required for completion of the course (otherwise you must take an Incomplete for the course). There are no excuses for absences and/or missed assignments. FULL participation, in the broadest sense of the word, is required if WE are to make this a productive intellectual community. Please see Jolynn Asato for any discrepancies and/or issues with this policy.

*Those taking the course for 8 units will be visiting site twice a week and participating in two group presentations.

COURSE TOPICS

ALL READINGS AVAILABLE FOR ENROLLED STUDENTS:

<http://courses.gseis.ucla.edu>

WEEK 0: [September 28]

COURSE INTRODUCTION

WEEK 1: [October 3 & 5]

COURSE INTRODUCTION: Praxis

SITE ORIENTATION AND SOCIALIZATION TO LAS REDES

FIELDNOTE WORKSHOP

REQUIRED READINGS:

Vasquez, O. A. (2003). *La Clase Magica: Imagining the possibilities in a bilingual community of learners* (ch. 2). Mahwah, NJ: Lawrence Erlbaum.

hooks, b. (1994). Theory as liberatory practice. In b. hooks, *Teaching to transgress: Education as the practice of freedom* (pp. 59-75). New York: Routledge.

Rosaldo, R. (1989/93). The erosion of classic norms. In R. Rosaldo, *Culture and truth: The remaking of social analysis* (pp. 25-45). Boston: Beacon Press.

RECOMMENDED READINGS:

Cole, M. (1996). A multilevel methodology for cultural psychology. In M. Cole, *Cultural psychology: A once and future discipline* (pp. 286-325).

Cambridge: The Belknap Press of Harvard University Press.

WEEK 2: [October 10 & 12]

SOCIOCULTURAL THEORY I: Foundations

FIRST WEEK OF SITE

REQUIRED READINGS:

Vygotsky, L. (1978a). Interaction between learning and development. In L. S. Vygotsky, *Mind in society: The development of higher psychological processes* (pp. 79-91). Cambridge: Harvard University Press.

Vygotsky, L. (1978b). The role of play in development. In L.S. Vygotsky, *Mind in society: The development of higher psychological processes* (pp.92-104). Cambridge: Harvard University Press.

Diaz, E. & Flores, B. (2001). Teachers as sociocultural, sociohistorical mediators. In M. Reyes & J. Holcon (Eds.), *The best for our children: Latina/Latino voices on literacy* (pp. 29-47). New York: Teachers College Press.

RECOMMENDED READINGS:

Gee, J. (2003) Semiotic Domains: Is Playing Video Games a “Waste of Time”? In J. Gee, *What Video Games Have to Teach Us About Learning and Literacy* (pp. 13-50). New York: Palgrave MacMillan.

WEEK 3: [October 17 & 19]
SOCIOCULTURAL THEORY II: Culture

REQUIRED READINGS:

Cole, M. (1996). Putting Culture in the Middle. In M. Cole, *Cultural Psychology: a once and future discipline* (pp. 116-145). Cambridge: The Belknap Press of Harvard University Press.

Lee, C. D. (2002). Interrogating race and ethnicity as constructs in the examination of cultural processes in developmental research. *Human development*. 45, pp. 282-290.

Moll, L., Amanti, C., Neff, D., Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31(2), 132-41.

RECOMMENDED READINGS:

Gutierrez, K.D., Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires. *Educational Researcher* 32. 19-25.

Rogoff, B. (2003) Development as Transformation of Participation in Cultural Activities. In B. Rogoff, *The Cultural Nature of Human Development* (pp. 49-62). New York: Oxford University Press.

WEEK 4: [October 24 & 26]
LANGUAGE AS A MEDIATING ARTIFACT

REQUIRED READINGS:

Gutierrez, K. D., Baquedano-Lopez, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the Third Space. *Mind, culture, and activity*. 6(4), 286-303.

Gutierrez, K.D., Baquedano-Lopez, Alvarez, H., Chiu, M.M. (1999) Building a culture of collaboration through hybrid language practices. *Theory into Practice* 38(2). 87-93.

RECOMMENDED READINGS:

Heath, S.B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in society*, 11. 49-76.

Foster, M. (2001). Pay Leon, Pay Leon, Pay Leon, Paleontologist: Using call-and-response to facilitate language mastery and literacy acquisition among African American students. In S. Lanehart (Ed.) *Sociocultural and Historical Contexts of African American English*. Philadelphia: John Benjamins Publishing Co. 281-98.

WEEK 5: [October 31 & November 2]
LANGUAGE AS A MEDIATING ARTIFACT PART II

REQUIRED READINGS:

Gutierrez, K. D., Rymes, B., & Larson, J. (1995). Script, counterscript, and underlife in the classroom: James Brown versus Brown v. Board of Education. *Harvard educational review*, 65(3), 445-471.

Gutierrez, K. D. & Stone, L. D. (2002). Hypermediating literacy activity: How learning contexts get reorganized. In O. Saracho & B. Spodek (Eds.), *Contemporary perspectives in literacy in early childhood education*. Greenwich, CT.

RECOMMENDED READINGS:

Stone, L.D. & Gutierrez, K.D. (1998). Microdevelopment and assistance strategies: Organizing learning processes in an after-school setting.

Nasir, N. (2000). "Points ain't everything": Emergent goals and average percent understandings in the play of basketball among African American students. *Anthropology & Education Quarterly*, 31(3), 283-305.

WEEK 6: [November 7 & 9]
THEORIES OF LITERACY: CRITICAL LITERACY

REQUIRED READINGS:

- Besnier, N. (2001). Literacy. In A. Duranti (Ed.) *Key terms in language and culture*. Malden, Massachusetts: Blackwell Publishers, 136-9.
- Luke, A. (1994). The Social Construction Of Literacy In The Primary School. In L. Unsworth (Ed.) *Literacy and Teaching: Language As Social Practice In the Primary School*. Melbourne, Australia: MacMillan.
- Freire, P. & Macedo D. (1987). The importance of the act of reading. In P. Freire & D. Macedo, *Literacy: Reading the word and the world*. (pp. 29-36). Westport, CN: Bergin & Garvey.

RECOMMENDED READINGS:

- Barton, D. & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton, and R. Ivanic (Eds.), *Situated literacies: Reading and writing in context* (pp. 7-15). New York: Routledge.
- Kress, G. & Jewitt, C. (2003). Introduction. In C. Jewitt & G. Kress (Eds.), *Multimodal literacy* (pp. 1-18). New York: Peter Lang Publishing.

WEEK 7: [November 14 & 16]
LANGUAGE AND IDENTITY

REQUIRED READINGS:

- Nixon, A., & Gutierrez, K.D. (2006). From their own voices: Understanding children's identities through the literacy practices of digital storytelling. Paper presented at the meetings of the American Educational Research Association, San Francisco
- Anzaldúa, G. (1991). To(o) queer the writer - Loca, escritora y chicana. In B. Warland (Ed.), *InVersions*, (pp. 249-263). Vancouver, B.C.: Press Gang Publishers.

RECOMMENDED READINGS:

- Jimenez, R.T. (2000). Literacy and the identity development of Latina/o students. *American Educational Research Journal*. 37(4), 971-1000.
- McKay, S.L., Wong, S.C. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review*, 66(3), 577-607.

WEEK 8: [November 21]
PROBLEM STATEMENT WORKSHOP

WEEK 9: [November 28 & 30]
LANGUAGE AND POLITICS
RESEARCH PAPER PROBLEM STATEMENT DUE, TUESDAY NOVEMBER 28TH

REQUIRED READINGS:

- Gutierrez, K. D., Baquedano-Lopez, P., & Asato, J. (2000). English for the children: The new literacy of the old world order, language policy and educational reform. *Bilingual review journal*, 24(1&2), pp. 1-26.
- Zentella, A.C. (1997). Expanding repertoires: Linking language, education, and the new diversity. In *Growing up bilingual*. Malden, Massachusetts: Blackwell Publishers, 262-88.

RECOMMENDED:

Freire, P. (2004). *Pedagogy of the Oppressed* (pp. 43-70). New York: Continuum.

Tejeda, C., Espinoza, M., & Gutierrez, K. D. (2002). Toward a decolonizing pedagogy: Social justice reconsidered. In P. Trifonas (Ed.), *Pedagogies of difference*. New York: Routledge.

WEEK 10: CONSOLIDATING UNDERSTANDINGS [December 5 & 7]

DRAFT OF INTRODUCTION DUE, TUESDAY DECEMBER 5

RESEARCH PAPER WRITING WORKSHOP, THURSDAY DECEMBER 7

WEEK 11: FINALS WEEK

FINAL STUDENT PRESENTATIONS

FINAL DRAFT OF RESEARCH PAPER AND SELF-REFLECTION DUE @ FINAL EXAM MEETING TBA.

Kenneth L. Moffett Elementary School
 Lennox School District
 11050 Larch Ave.
 Lennox, CA
 90304

School Office Hours: 7:00am-4:30pm	Office Phone #: 310-680-6200
JoAnn Isken	Principal
Laura Sullivan	Assistant Principal
Raquel Garcia	Secretary

Daily Schedule/ School hours: grades 1-5	
Breakfast	7:45-8:00am
Warning Bell/ Line up	8:10am
Enter to start class	8:15am
Class Hours	8:15am-2:38pm
Dismissal	2:38p.m.
UG leaves UCLA	2:00pm
Site starts	2:45pm
Site ends	4:30pm

Dates to Remember:

- Week 1: October 2, 3, 4 → UG Orientation / Digital story Orientation at UCLA (regular site time)
- Week 2: 1st Week of site with Moffett Students
- Wednesday, October 18: No Site, early dismissal
- Wednesday, November 1: No Site, Early dismissal
- Wednesday, November 15: No Site, early dismissal
- Monday, December 11- January 5, 2006: Winter Vacation at Moffett