

**ENGLISH & MODERN LANGUAGES DEPARTMENT**  
**ENGLISH 3152: LITERACY, LANGUAGE, AND CULTURAL PRACTICES**

*Instructor: Dr. Ryan Leack*  
*Class Times: MW 1:00 – 2:15*  
*Class Location: Bldg. 5 – 130*  
*Email: rdleack@cpp.edu*

*Office: Building 24 – 112*  
*And Tables Outside Building 5*  
*Office Hours: MW 2:15 – 3:15*  
*And by Appointment*

**AN INTRODUCTION**

“We want students to begin to understand that language is never innocent, that it instead constitutes a terrain for ideological battle. Language—textuality—is the terrain on which different conceptions of economic, social, and political conditions are contested, with consequences for the formation of the subjects of history, the consciousness of the historical agent. We are thus committed to teaching reading and writing as an inescapably political act, the working out of contested cultural codes affecting every feature of experience. This involves teachers in an effort to problematize students’ experiences, requiring them to challenge the ideological codes students bring to college by placing their signifying practices against alternatives.” —James Berlin

We come to this class—“Literacy, Language, and Cultural Practices”—then, with the notion that language comes from somewhere, and is embedded in certain contexts, environments, and ecologies, political and otherwise. Certainly we will come to learn how we learn to read and write, and what constitutes reading and writing. Our Main Objectives below, however, enumerate the ways in which literacy exceeds the simple notion of learning to read and write in any standardized and uniform way. Literacy and language encompass a range of issues rooted in sociospatial and cultural practices from which literacies emerge and produce effects. Here, our job is investigate, interrogate, and complicate literacy, language, and cultural practices—their matrices and entangled lifeworlds. By looking to ourselves and our own literacies, it is my hope that we can make our literacies matter, and bring their environments to bear on their origins, functions, and futures.

**REQUIRED MATERIALS**

- *Literacy: A Critical Sourcebook*, Cushman et al. (2001)
- *Writing About Writing*, Wardle & Downs (2<sup>nd</sup> Edition)
- *Lives on the Boundary*, Mike Rose (Any Edition)
- *Blackboard Materials* you must print and bring to class
- Used copies are more than welcome

**MAIN OBJECTIVES**

- Learn how people use literacy, and what work they do with it
- Learn how literacy defines relationships among people
- Learn how literacy has come to encompass digital technologies, including social media
- Learn how writers construct texts and readers construct meaning from texts
- Investigate research practices in literacy and apply these practices to our own discourses
- Investigate the ways in which language and texts mediate social activities
- Investigate relationships among literacy technologies and literacy practices

## COURSE ACTIVITIES

**Participation & Attendance:** We are here to *discuss* our course subject. Interactivity depends on you! So speak up! And don't hesitate to ask questions of any kind at any time.

**Reading Quizzes:** Let's face it: reading requires motivation, and these short, in-classes quizzes will test you on core ideas and prepare you for critical writing, thinking, and the midterm.

**Midterm Essay:** Here you will choose from two questions to answer in essay format which will ask you to synthesize the core concepts from texts, in-class discussions, and assignments.

**Peer Workshop:** You will be responding to students' papers either anonymously or in peer groups. Any written responses and self-evaluations will be turned in with the final draft. Not attending a workshop will *lower* your grade by *10%*. Missing 1 document will result in a *5%* drop in your grade, 2 or more documents in a *10%* drop, and so on. So stay organized!

**Portfolio:** The portfolio includes several items: *literacy narrative rough and final drafts, four literacy artifacts with reflections*, and other documents listed on the handout. This is a portrait of your (r)evolution in this course, and in particular your ongoing relation to and emergence from literacy.

**Literacy Critical Narrative:** This paper will give you the opportunity to investigate, narrate, and analyze your relationship to literacy via a cultural-discursive-material community of your choice, applying to your narrative the fundamental modes of investigation and research we will be learning.

## BASIC EXPECTATIONS

- **Participation** – All students, not a mere few, must regularly participate during class discussions for full credit so that our environment remains interactive and elucidating.
- **Attendance** – Your **4th** and subsequent absences will result in eternal damnation, or 10% off your entire grade *per absence* – your choice. All *emergencies* are included as absences!
- **Late Arrivals** – Two late arrivals count as *one* absence; being that you only have *three* absences total, be sure to be on time! Lateness also affects performance and participation.
- **Peer Feedback** – As your professor I will offer every insight, suggestion, and accolade I can muster on your writing. I expect the same from you as a *reader* of others' works.
- **Materials** – This class requires textbooks as well as other materials you will print out and bring to class. Most importantly, bring a *well-developed draft* to the peer workshop.
- **Late Work** – Assignments are due at the *beginning* of class. There are *no exceptions* besides documented reasons, like the spontaneous combustion of your house or loved ones.
- **Academic Honesty** – Plagiarism will result in a *failing grade* on your work or in the course. Plagiarism is quoting or stating someone else's ideas or work without proper citation.
- **Courtesy** – No gadgets, side-conversations, doing homework, sleeping, drumming, eating or drinking except for water, or planning trips to the Caribbean or other exotic destinations.

## GRADE BREAKDOWN

Participation & Attendance:	20%
In Class Assignments/Quizzes:	20%
Midterm Essay:	20%
Peer Workshop:	10%
Portfolio:	10%
Literacy Critical Narrative:	20%

### Grading Scale

100-93 = A	76-73 = C
92-90 = A-	72-70 = C-
89-87 = B+	69-67 = D+
86-83 = B	66-63 = D
82-80 = B-	62-60 = D-
79-77 = C+	59-0 = F

## GENERAL ESSAY RUBRIC

- A** The writing expresses a clear point of view and makes an *exceptional* use of *specific* textual or other evidence to develop it fully. It displays an excellent, *in-depth* understanding of texts, issues, or themes under consideration with *great detail*. The writing also shows *creativity* or *originality* in the connections it draws or approaches it takes (often *going beyond* ideas or issues discussed in class). The paper is well *organized*, clearly *focused*, and *relatively free* of grammatical errors.
- B** The writing expresses a *reasonably clear* point of view, generally developing it with *appropriate* textual and other evidence and *some detail*. The essay displays a *good understanding* of the texts and issues under consideration, though *additional development* and *detail* (e.g., more specific or concrete use of *textual evidence*) would enhance the writing. The paper is *reasonably focused* and coherent, though there may be problems with *mechanics, usage, and/or sentence structure*.
- C** The writing expresses a *main idea*, but its focus may *need sharpening*. The development is *general* (not specific), and there may also be problems with the *organization* of ideas, the use of *detail*, the *clarity or coherence* of the writing, and/or the *mechanics*.
- D** There are *serious problems* with the *articulation* of the main idea, the use of *detail*, the *development* or coherence of the writing, and/or the *mechanics*.
- F** The paper is *unacceptable, incoherent, or does not address topics appropriate* to the course.

## TIPS & RESOURCES

- **Office Hours:** If you struggle at any point or have *particular needs*, contact or visit me during office hours. I am here to help and am more than willing to answer questions and review your writing.
- **University Writing Center:** The UWC is located on the second floor of the library in room 2919. Click [here](#) for the University Writing Center webpage.
- **E-mail & Blackboard:** It is a college-wide policy to *check your school e-mail at least once a day* as you will be notified of changes and messages via e-mail. I will post documents, links, PowerPoints, and readings on Blackboard, so check the site for updates and assignments
- **Other Campus Resources:** Library, Student Health and Counseling Services, the Title IX office, the Disability Resource Center, Academic Advising, the Office of Financial Aid & Scholarships, Campus Recreation, student groups, and more. If you're looking for something, feel free to ask me, check CPP's website, or just do a Google search for "Cal Poly Pomona" and whatever you're looking for. There are lots of people here who can help and who want to see you succeed.

## TENTATIVE COURSE SCHEDULE

Please **check your CPP email every day** to remain current.

This schedule may change based on the needs of the class.

**Bb:** Blackboard

**LCS:** Literacy, A Critical Sourcebook

**WAW:** Writing About Writing

<b>Week 1:</b>	1/21	M	<b>Martin Luther King Jr. Day Campus Closed</b>
	1/23	W	<b>Introduction;</b> syllabus, buy texts
<b>Week 2:</b>	1/29	M	<b>Reading Due:</b> Ong (Bb) <b>In Class:</b> Discussion & Response
	1/31	W	<b>Reading Due:</b> Gee (Bb) <b>In Class:</b> Discussion & Response <b>In Class:</b> Discuss Literacy Artifacts
<b>Week 3:</b>	2/4	M	<b>Reading Due:</b> Mike Rose (1-65) <b>In Class:</b> Discussion & Response
	2/6	W	<b>Reading Due:</b> Scribner & Cole (LCS 123-137) <b>In Class:</b> Discussion & Response
<b>Week 4:</b>	2/11	M	<b>Reading Due:</b> Mike Rose (67-132) <b>In Class:</b> Share and Discuss Artifacts <b>Writing Due: Literacy Artifact One</b>
	2/13	W	<b>Reading Due:</b> Akinnaso (LCS 138-155) <b>In Class:</b> Discussion & Response
<b>Week 5:</b>	2/18	M	<b>Reading Due:</b> Moll & González (LCS 156-171) <b>Reading Due:</b> Alexie (WAW 128- 132) <b>In Class:</b> Response & Discussion
	2/20	W	<b>Reading Due:</b> Delpit (LCS 545-554) <b>In Class:</b> Discussion & Response
<b>Week 6:</b>	2/25	M	<b>Reading Due:</b> Foucault (Bb) <b>In Class:</b> Response & Discussion

	2/27	W	<b>Reading Due:</b> <i>Villanueva</i> (WAW 107-118) <b>In Class:</b> Discussion & Response <b>In Class:</b> Discuss Literacy Narrative
<b>Week 7:</b>	3/4	M	<b>Reading Due:</b> <i>Mike Rose</i> (133-165) <b>Writing Due:</b> <b>Literacy Artifact Two</b>
	3/6	W	<b>Reading Due:</b> <i>Bartholomae</i> (LCS 511-524) <b>In Class:</b> Discussion & Response
<b>Week 8:</b>	3/11	M	<b>Reading Due:</b> <i>Mike Rose</i> (167-242) <b>In Class:</b> Discussion & Response
	3/13	W	<b>College Composition Conference (4Cs)</b> <b>No Class</b>
<b>Week 9:</b>	3/18	M	<b>Reading Due:</b> <i>Heidegger</i> (Bb) <b>In Class:</b> Discussion & Response <b>In Class:</b> Discuss Midterm
	3/20	W	<b>Reading Due:</b> <i>Kain &amp; Wardle</i> (WAW 273-283) <b>In Class:</b> Discussion & Response
<b>Week 10:</b>	3/25	M	<b>In Class:</b> Midterm Review <b>In Class:</b> Your Time for Questions
	3/27	W	<b>In Class Midterm Essay</b>
<b>Week 11:</b>	4/1	M	<b>No Class: Spring Break</b>
	4/3	W	<b>No Class: Spring Break</b>
<b>Week 12:</b>	4/8	M	<b>In Class:</b> Discuss Literacy Narrative <b>In Class:</b> Literacy Narrative Drafting <b>Writing Due:</b> <b>Artifact Three</b>
	4/10	W	<b>Reading Due:</b> <i>Kirby</i> (Bb) <b>In Class:</b> Discussion & Response
<b>Week 13:</b>	4/15	M	<b>Reading Due:</b> <i>Camangian</i> (Bb) <b>In Class:</b> Discuss Portfolio

	4/17	W	<b>Reading Due:</b> <i>Brodkey</i> (Bb) <b>In Class:</b> Discussion & Response <b>In Class:</b> Discuss Peer Review
<b>Week 14:</b>	4/22	M	<b>Reading Due:</b> <i>Giroux &amp; Shor</i> (Bb) <b>Writing Due:</b> <b>Artifact Four</b>
	4/24	W	<b>Reading Due:</b> <i>Szwed</i> (LCS 421-430) <b>In Class:</b> Discussion & Response
<b>Week 15:</b>	4/29	M	<b>In Class:</b> <b>Peer Review Literacy Narrative</b> <b>In Class:</b> <b>Come With 6 Full Page Draft</b>
	5/1	W	<b>Reading Due:</b> <i>Wardle</i> (WAW 284-301) <b>In Class:</b> Discussion & Response
<b>Week 16:</b>	5/6	M	<b>Reading Due:</b> <i>Peck</i> (LCS 572-587) <b>In Class:</b> Discussion & Response
	5/8	W	<b>Reading Due:</b> <i>Freire</i> (Bb) <b>Writing Due:</b> <b>Portfolio &amp; Literacy Narrative</b>
<b>Finals Week:</b>	5/13	M	<b>Final Evaluation Consultation</b>