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Autumn 2017
Th 1:50-4:50
Denney 312

Office hours: M 1-2:30, Tu 3-5
And by appointment
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English 7883. Community Literacies/Literacy in Communities

Whether it is a focus on the work of literacy practitioners working in community literacy centers, community organizers using literacy for social justice, or members of a social club engaging in literacy practices that advance the mission of the club, documenting the rich and complex literacy practices that occur beyond traditional academic settings has become an important part of the work of composition and literacy scholars. With the “social turn” in Composition and Literacy Studies, writing and literacy scholars have begun to question the “what” “how” and “why” certain literacy practices function and circulate in local community spaces—social clubs, community organizations, political organizations, community centers, churches, and other community sites. Who are the literacy sponsors in these community spaces, and what are the constraints and affordances of these sponsorships? What is the relationship between a community site’s dominant literacy practices and that site’s identity? What leads to the success of some university-community literacy partnerships and the failure of others? What is the relationship between the literacy identities of communities and how these communities are positioned economically, politically, socially, and rhetorically? What constitutes “community”? These are just some of the questions that we will pursue as we read scholarship in community literacy, examine community literacy programs, explore the strengths and weaknesses of university-community literacy partnerships, and engage in designing and carrying out community-based literacy research.

Course Objectives

- **To introduce course participants to the dominant and emerging scholarly conversations in Community Literacy studies**
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- **To participate in current scholarly conversations in Community Literacy through research and publication**

Student Resources

Disability Services

Students with documented disabilities who have registered with the **Office of Student Life Disability Services (SLDS)** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

Resources

The Writing Center

The Writing Center is a valuable resource for any member of the University community. Writing Center consultants are available (face-to-face or online) to work with you at any stage in the writing process. I encourage you to take advantage of this opportunity. To make an appointment, call 688-4291 or go online at cstw.osu.edu. The Writing is located in 4120 Smith Hall (45 minute appointments) and Thompson Library 120 (20-minute walk-ins).

The Digital Media Project (DMP)

The DMP is the division of the English department that manages, troubleshoots, and supports students in English courses by providing technical advice and equipment. You can use the DMP resources for your class project and poster. The DMP office is located in Denney 324 and offers equipment borrowing and program support from friendly, expert staff.

The Student Advocacy Center (SAC)

The Student Advocacy Center was established to help answer questions, direct you to the appropriate departments and people, familiarize you with university policies and procedures, and give you guidance as you look at ways to solve problems and make choices during your years at OSU. SAC aims to help you become better informed so that you can focus on your classes. SAC is located in 1120 Lincoln Tower, 1800 Cannon Drive and is open 7:30 a.m. to 5:30 p.m., Monday through Friday. They can be reached by phone at (614) 292-1111 or email at advocacy@osu.edu.

Counseling and Consultation Services

Counseling and Consultation Services provides a wide range of resources for students. For more information, call (614) 292-5766.

Class Policies

Policies/Requirements

1. Attendance is mandatory. The success of the class depends on everyone showing up and participating. We will miss two classes because of university holidays or breaks. Therefore, unless you are ill or have an emergency, I expect you to come to class. Unexcused absences will result in a lower grade (or a U).
2. All assignments are due on time.
3. I expect everyone to participate in class. I understand that some of you may be a little shy. As a major introvert, I understand that.
4. Please drop by for at least two conferences during the semester. At least one of them should be about your final project. I look forward to talking with you. Don't be a stranger.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct.](#)"

Class Cancellation Policy

If the class must be cancelled, I will email you as soon as possible, and I will have the Department place a note on the classroom door.

Required Texts

Yes, there are many books for this class. Several of them are really thin (less than 175 pages), and most of them are available for download for free through Project Muse. The (PM) signals a Project Muse text. To download the entire book, you must log in to the OSU library and search for the book. The books, articles, and essays I have chosen demonstrate, I hope, the range of discussions in the field. I have chosen just a handful of articles and essays to accompany the books. You will choose two or three articles to complete our course reading.

Books

1. Cushman, *The Struggle and the Tools*. SUNY Press, 1998 isbn 9780791439821

2. Flower, *Community Literacy and a Rhetoric of Public Engagement* (Project Muse) SIUP, 2008. Isbn 9780809328529
3. Grabill, *Community Literacy Programs and the Politics of Change*, SUNY Press, 2001. Isbn 0791450724
4. Jolliffe, et al, *The Arkansas Delta Oral History Project* (Project Muse), Syracuse University Press, 2015 9780815653783
5. Kinloch, *Harlem on Our Minds*, Teachers College Press, 2010. Isbn 9780807750230 (paperback) 9780807771648 (e-book)
6. Long, Elenore, *Community Literacy and the Rhetoric of Local Publics* (Project Muse) West Lafayette, IN Parlor Press, 2008 Isbn 9781602350564
7. Mathieu, *Tactics of Hope: The Public Turn in English Composition*. Heinemann, 2005. Isbn: 9780867095784
8. Rosenberg, *The Desire for Literacy: Writing in the Lives of Adult Learners*. 2014 (an e-book is available)
9. Rousculp, Tiffany, *Rhetoric of Respect: Recognizing Change at a Community Writing Center* (Project Muse) NCTE, 2014_Isbn 9780814141472

Assignments

All students:

1. Leading Class Discussion: Each student is required to lead discussion on a day's assigned readings. At least 24 hours before you lead discussion, you should post a set of questions that you want the class to engage. You should also post a 500-word response to the reading(s). Your response can focus on a specific issue in the texts or the larger argument the author is making.

2. Book Review: Choose a book on community literacy that has been published in the past two years. Write a review and submit it to an appropriate journal.

3. Class Participation: Come to class ready to participate. To support everyone in participating, I am requiring that each student come to class with one question and/or quote from the day's readings.

4. Final Project: