USC Rossier

Course ID: EDUC 423
Course title: Unrealized Promise and Hope for Education in the 21st Century
Units: 4
Term: Spring 2024
Meetings: Mondays & Wednesdays (12:00 - 1:50pm PST)
Location: WPH 203

IMPORTANT:

The general formula for contact hours is as follows:
Courses must meet for a <u>minimum</u> of one 50-minute session per unit per week over a semester.

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COURSE DESCRIPTION
This course reviews U.S. public schooling, with some connections to the global context, in order to investigate the relationship between the promise of education and often-failed outcomes through the **lens of literacy and language**. Investigation of literacy and language through social and political theories influencing how educational promise has been historically realized and derailed is reviewed on a national level. **Twenty-first century skills and their relationship to literacy and language** are examined for their role in shifting educational paradigms, with examination of literacy practice and new media literacies that hold hope for the future of education in promoting student agency for designing their social futures.

Learning Objectives
Students will continue to develop the skills and dispositions taken up in GE courses, such as valuing diversity, engaging in critical inquiry, and using information responsibly to solve complex problems, foregrounding application of course material in real-world settings.

- Understand the relationship of external societal factors focused on literacy and language for their impact on educational outcomes.

- Identify and evaluate the varied approaches to digital literacy in educational settings and its relationship to student agency in designing equitable social futures.

- Develop and expand multiple perspectives on literacies for promising approaches to improve educational outcomes.

Pre/Co-requisite(s): There are no pre/co-requisite courses required to enroll in this course.

Concurrent Enrollment: No courses must be taken simultaneously with this course.

Recommended Preparation: General Education course with focus on issues in education recommended; however, previous background is not required for success in this course.

Master of Arts in Teaching-Progressive Degree Program (MAT-PDP)
This course, when completed, will allow students enrolled in the MAT-PDP in the Rossier School of Education to waive EDUC 671 (3 units), **Integrated Language and Literacy Development Across the Curriculum**. The course meets the Teacher Performance Expectations (TPEs) at the introductory level for the state of California's credentialing requirements. TPEs are noted below in the course weekly breakdown.

REQUIRED READING:
Text may be purchased at the USC Bookstore and through online vendors. All readings not in required text will be available in the GD folder and through the USC Libraries website on ARES.
- Santa Ana, Otto. (Ed.) (2004). *Tongue Tied: The Lives of Multilingual Children in Public Education.* New York: Rowman and Littlefield Publishers, Inc.

Course Notes
- The course is web-enhanced, through its use of Blackboard (Bb), online classwork and assignments, and various digital discussion platforms for "Course Connections" (see assignments, below). Resources will be listed on PowerPoint slides and posted on Bb when necessary.

DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS

Class Attendance (10%) – 1 point each
Student engagement during class time is expected. An expectation of academic discussion is equity in participation and using textual references to increase understanding of key topics and concepts. Students are expected to stay current in the readings, research, and actively participate in seminar discussions by summarizing, synthesizing, and critically evaluating course readings for in-depth discussion during class time. **ONE excused absence is allowed** – advance email notice required at least 24-hrs before class; any class time missed beyond that *cannot* be made up. If student is absent from class the day a presentation is due, the presentation cannot be made up except with a 48-hr notice and ***prior*** discussion with professor. Since the class time is designed to be primarily a seminar-style discussion, **active, informed, and respectful participation is a central part of the success of the class.**

Course Connections (25%) – 5 points each
A connection of course content to contemporary issues in mainstream media is due each week beginning week 2 focusing on the state of education, its impact on literacy and language in the popular media – at global, national, and local scales – how theory can be put into practice, and/or considering a practical application(s) for teachers to promote student agency in efforts to begin designing their social futures. Each connection should reflect one or more of the learning outcomes: **Influential/potential external factors, the role of digital literacy, level/types of accountability, and/or considerations of multi-perspective solutions**. Topics will vary each week so make sure to carefully align your response to the readings assigned; each entry will also differ so make sure to check the CC document in the GD folder. CC's are due one day AFTER class time on Wednesdays (11:59pm PST). CC's are still due even if you're absent for class–please make sure to watch the Zoom recording beforehand.

Discussion Lead (15%) – 15 points
Each student will lead or co-lead (depending on the number of students) a discussion <u>one time</u> over the course of the semester; depending on the size of the class. The discussion will be aligned to the week's focus including at least one practical activity. Discussions will be a Socratic-style, with key questions prompting and supporting in-depth discussion of the readings and related concepts; make sure to include additional scholarly or policy-related information from an article(s) or from mainstream/popular media. You can use visuals (e.g., PowerPoint, Prezi, or other digital presentation tools) as needed. Make sure to have all materials ready to go right as the class begins; you will be given 50-60 minutes to facilitate the discussion. Details will be discussed in class.

Midterm (25%): Popular Culture Project – 25 points
The purpose of this assignment is to learn about how language is used in popular youth cultural practices and/or media today. Possibilities are numerous, such as: trading Pokemon cards, game streaming, designing and corresponding in Social Media, graffiti/tagging, community murals, Hip Hop/Rap/Spoken word, fan fiction, a specific playground game, sport/activity, board game, or computer game, or a specific television show, movie or musical genre, etc. Even the ways in which older students decorate their lockers/notebooks/computers might be considered "popular culture"!

o CHOICE 1) If you look at an **activity** or **cultural practice** (e.g., jump-rope, enacting a musical genre), please consider the language demands of the activity itself as well as the kinds of language that participants engage in around the activity. Watch the targeted social group as they engage in the

activity and think about what they learn about language from their interactions. *Depending on the dynamic of COVID-19 and restrictions in place, digital creativity should be considered for this assignment.*

o CHOICE 2) If you look at a "**text**" (i.e., a television show, movie, musical genre, etc.), observe how language is used within the text (what kinds of language forms are used, by whom, in what ways, for what purposes, how is it perpetuated, etc.). Think about the [developmental] relationship between these kinds of language forms and academic language forms. In addition to your own observations, *talk with the targeted or familiar social groups,* if you can, about these texts to gain their perspectives on literacy, language, and its use.

You may work alone or with a partner to do the following three items:
1. **Create a visual** (with captions for images of artifacts) that details what you learned about this practice and/or text. Media may include programs such as PowerPoint, Prezi, Spark video, Infographic, etc.

2. Write a **2-3 page summary** of key insights into this cultural practice, focus on how the cultural practice may enhance and/or constrain academic potentialities – think about literacy/language development, D/discourse(s), and potential impact(s) on educational outcomes overall. Also include a brief explanation of *what you did* to learn about this practice - What did you observe and/or with whom did you talk? What were a couple anticipations for selecting that cultural practice? How did you record your observations? If you worked as a pair, how did you divide your efforts? Greater specifics will be shared during class time. *Additional questions will be added to the assignment guide to accommodate COVID-19 related modifications.*

3. **Upload the visual** (or link to the visual) into the respective GD folder. **Be prepared to share** your process and findings, focused on academic implications to promote achievement, in a round table discussion during class time. Presentations will be relatively short, so make sure to keep it rich and concise. Papers will be submitted via Bb.

**LATE MIDTERMS WILL NOT BE ACCEPTED. Item 1 is due ONE DAY BEFORE week 8 class time (11:59pm PST).

Final (25%) – 25 points
Students will design and present a multimodal text-based lesson activity addressing the use of digital literacy(-ies) for educational promise. Course readings, additional research (as needed), a hands-on activity, and discussions should be incorporated and synthesized with developed ideas. Recorded presentations will take place before week 15 followed by a comprehensive discussion to finalize the course. The presentation visual will be uploaded in the GD folder while the lesson activity document will be uploaded to Bb. Late finals WILL NOT be accepted.

The following rubric provides a general guide for how assignments in this course will be evaluated:

	Excellent	Acceptable	Needs Improvement
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Lacks overall depth of thought, clarity, or preparation.
Connection and reference to course readings and other relevant literature	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Underdeveloped connections to course materials and other relevant literature.
Completeness, adherence to guidelines	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely, however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows a lack of adherence to guidelines.

Grading Breakdown

Assignment	Points % of Grade
Class Attendance	10%
Course Connections	25%
Discussion Lead	15%
Mid-Term	25%
Final	25%
TOTAL	**100%**

Final course grades are assigned on the following scale:

A = 94-100%	B- = 80-83%	D+ = 67-69%
A- = 90-93%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 60-63%
B = 84-86%	C- = 70-73%	F = 59% and below

C/NC options may be available this semester

Assignment Submission Policy
Assignments will be submitted on Blackboard (Bb) and/or Google Drive, including materials for the course connections, discussion leads, mid-term, and final.

Additional Policies
Late Assignments will receive a 10% penalty for every day that it is late – even one minute past the deadline (date and time) will be considered late. Late assignments after the fourth day [past the deadline] will not be accepted. If serious circumstances arise that hinder you from meeting the deadline, you MUST contact the instructor by email at least 48-hrs BEFORE the assignment's due date, in order to be given

consideration. Absences when class presentation is due CANNOT be made up without PRIOR discussion with instructor.

Course Schedule: A Weekly Breakdown
Teacher Performance Expectations (TPEs) are listed to indicate alignment with the courses in the MAT@USC that have been reduced for matriculation in the Progressive Degree.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* *http://emergency.usc.edu/* will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Incomplete (IN)
IN represents a grade of "incomplete." This is work not completed because of documented illness or some other emergency occurring after the 9th week of the 12-week semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam.

Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the

weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP.

	Topics/Daily Activities	Readings and Homework	Deliverable Due Dates
Week 1	**Literacy and the 21st Century** ● 21st Century skills ● Literacy & Power ● Literacy Practices Norm setting for seminar/group-based teaching and learning instruction/participation NCTE Position Statement on 21st Century Literacies & Skills (Wagner)	No readings required	**Sign up for week(s) to complete the LEAD DISCUSSION assignment Review rubric and expectations for discussion leads.
Week 2	**Literacy: Ideology's impact on equity** *TPEs1.1.6, 6.1, 6.2* Learning Objectives: ● Develop a working definition of *ideology*. ● Evaluate the impact of ideology in educator choices and student engagement.	Cadiero-Kaplan, K. (2008). Critically examining beliefs, orientations, ideologies, and practices toward literacy instruction: a process of praxis. In L. Bartolomé, (Ed.), *Ideology in education: unmasking the trap of teacher neutrality,* pp. 117-134. New York: Peter Lang. Gee (2015). Chapter 1 - Ideology, pp. 7-23. Street, B. V. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education, 5*(2), pp.77-91. Choose ONE selection from Part 1. The Child's Struggle against Silencing in *Tongue Tied* to read before class time, pp.11-78	**Course Connection:** Submit to Bb <u>after</u> class time Wednesday (by 11:59pm PST).
Week 3	**Literacy: Historical perspectives** Learning Objectives: ● Examine the historical relationship of ideologies and literacy	Gee (2015). Chapter 5: Orality and literacy: the great divide, pp. 55-66. Chapter 6: The literacy myth and the history of literacy, pp. 67-76. Chapter 7: The capacities of literacies and Paolo Freire, pp. 77-89. Santa Ana (2004). *Tongue Tied* Introduction: The Unspoken Issue That Silences Americans pp. 1-10.	**Course Connection:** Submit to Bb <u>after</u> class time Wednesday (by 11:59pm PST).

Week 4	**Literacies for Youth Agency** *TPE 6.2* Learning Objectives: ● Examine intersectionality of identity ● Analyze the relationship between ideology, instruction and agency ● Evaluate critical literacy and critical media literacy approaches for potential in developing age	Choudhury, M. & Share, J. (2012). Critical Media Literacy: A pedagogy for New Literacies and urban youth. *Voices from the Middle, 19*(4), pp.39-44. Johnston-Goodstar, K., & Sethi, J. (2013). Native youth media as social justice youth development. *Journal of American Indian Education*, 52(3), pp.65-80. Shor, I (1999). What is critical literacy? Available at https://wiuenglishlangartsmethods.files.wordpress.com/2013/01/what_is_critical_literacy.pdf. Read only pp. 1-15, up to "Working through the Writing Class".	**Course Connection:** Submit to Bb <u>after</u> class time Wednesday (by 11:59pm PST). *Start Discussion Lead presentations
Week 5	**Second language learning for educational equity.** *TPEs 1.6, 3.1, 4.2, 5.7* Learning Objectives: ● Examine the relationship of ideology and language policy ● Apply critical literacy analytic lens to the history of literacy ● Identify the key tenets of sociocultural learning theory	Flores, B. M. (2005). The intellectual presence of the deficit view of Spanish-speaking children in the educational literature during the 20th century. In P. Pedraza & M. Rivera, (eds.). *Latino education: An agenda for community action research,* (pp. 75-93). Mahwah, New Jersey: Lawrence Erlbaum Associates. Lantolf, J. P., & Thorne, S. L. (2006). Sociocultural theory and second language learning, pp.197- 207. Santa Ana (2004). Tongue Tied: Part II: The history of silencing children, pp. 87-110.	**Course Connection:** Submit to Bb <u>after</u> class time Wednesday (by 11:59pm PST). *Discussion Lead presentation
Week 6	**Second language learning for educational equity.** *TPEs 1.6, 3.1, 4.2, 5.7* Learning Objectives: ● Identify and examine approaches to second language acquisition for achievement ● Evaluate the relationship between ideology and instructional practice	Kumaravadivelu, B. (2001). Facilitating negotiated interaction. *Beyond methods: Macrostrategies for language teaching*, pp. 101-130. Princeton, NJ: Yale University Press. Santa Ana (2004). Tongue Tied: Part V. Snow, C. "The four spokes of the language learning wheel." pp. 214-221.	**Course Connection:** Submit to Bb <u>after</u> class time Wednesday (by 11:59pm PST). *Discussion Lead presentation

Week 7	**Language and Educational Outcomes** *TPEs 1.1, 4.2, 5.7* Learning Objectives: ● Evaluate the relationship between cultural models and achievement ● Identify and analyze structural issues impacting language development	Gee (2015). Chapter 9: Social languages, situated meanings and cultural models, pp. 101-117. Chapter 10: Cultural models/figured worlds in action, pp. 118-128. Santa Ana (2004). Tongue Tied: Part V. Solorazano, D., & Solorzano, R. Principals of successful schools for multilingual children. pp. 197-200. Santa Ana (2004). Tongue Tied: Part V. Collier, V. Teaching multilingual children. pp. 222-235. Lucas, T., Henze, R, & Donato, R. The best multilingual schools. Quick overview https://prezi.com/p/7thrxxfychig/the-best-multilingual-schools-by-tamara-lucas-rosemary-henze-and-ruben-donato/	**Course Connection:** Submit to Bb after class time Wednesday (by 11:59pm PST). *Discussion Lead presentation
Week 8	**Mid-term Project Due** Popular Culture Project presentations and Round Table Discussion	No Readings this week. First half of class: Recorded Zoom presentations (possibly present in class with smaller class size) Second half of class: Discuss presentations	**Mid-term Project:** Popular Culture Project ☐ Submit visual to appropriate GD folder and summary paper into Bb No Course Connection
Week 9	**Ideology & Identity** Learning Objectives: ● Understand the role of language & identity Review the power of narrative in developing identity	Martinez, R., & Morales, P. Z. (2014). ¿Puras groserías? Rethinking the role of profanity and graphic humor in Latin@ students' bilingual wordplay. *Anthropology &Education Quarterly, 45*(4), pp.337-354. Santa Ana (2004). Tongue Tied: Part VI. pp. 253-287	**Course Connection:** Submit to Bb after class time Wednesday (by 11:59pm PST). *Discussion Lead presentation

Week 10	**Language Development for Equity** *TPEs 1.6, 3.1* Learning Objectives: ● Apply discourse analysis to varied technologies. ● Examine approach to developing language; review purpose and outcomes. ● Review scripted programs: Group Inquiry (e.g., Language!)	Gee (2015). Chapter 12 – Discourse Analysis: Stories go to school, pp. 145-165. Chapter 13 – Discourses and literacies, pp. 166-186. Chapter 14: More on (big 'D') Discourses, pp. 187-202.	**Course Connection:** Submit to Bb <u>after </u>class time Wednesday (by 11:59pm PST). *Discussion Lead presentation
Week 11	**Standards for whom?** *TPEs 1.6, 3.1* Learning Objectives: ● Evaluate the ideological underpinnings of standards and accountability. ● Problematize standards: purposes, use and misuse. ● Examine non-standard dialects (linguistic varieties): their development, impact on social mobility, and educational implications. (Group Inquiry)	Gee (2015). Chapter 16: Discourses, individuals, and performances, pp. 218-233. Chapter 17: Science and the lifeworld, pp. 234-244. Collins, J. (2001). Selling the market: Educational standards, discourse, and social inequality. *Critique of Anthropology, 21*(2), pp.143-163.	**Course Connection:** Submit to Bb <u>after </u>class time Wednesday (by 11:59pm PST). *Discussion Lead presentation
Week 12	**Countering Norms for Equity** Learning Objectives: ● Integrate sociocultural learning theory and "Ebonics" (AAVE). ● Examine institutional norms and benefits/constraints for achievement.	Rickford, J. (1997). Suite for ebony and phonics: Reflections on African American English. pp. 236-241. Delpit, L. (2012). What should teachers do about Ebonics? pp. 93-101. Santa Ana (2004). Tongue Tied: Part V. Collier, V. Teaching multilingual children, pp. 222-235	**Course Connection:** Submit to Bb <u>after </u>class time Wednesday (by 11:59pm PST). *Discussion Lead presentation

Week 13	**Technology and Change** *TPE 1.7 2.5, 4.7, 4.8* Learning Outcomes: ● Synthesize issues in language and literacy education with technology in the classroom. ● Examine new literacies and the shifting from teaching skills to developing 21st C skills. ● Analyze technology & education and the purposes of schooling; develop a personal statement on the purposes of schooling.	Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology.* New York, NY: Teachers College Press. Chapter 9. What does it all mean? pp. 122-127. Chapter 10: Rethinking education in a technological world, pp. 128-146. Gee (2015). Chapter 8: The New Literacy studies. pp. 90-100. Jenkins, H. et al. (2006). Confronting the challenges of participatory culture: Media education for the 21st Century. Chicago, IL: The MacArthur Foundation, pp. 3-12, 61.	**Course Connection:** Submit to Bb <u>after</u> class time Wednesday (by 11:59pm PST). *Discussion Lead presentation
Week 14	**Digital Literacies** *TPEs 1.4,1.5, 1.7, 4.7, 5.1, 5.2, 5.3* Learning Objectives: ● Define multimodal texts (MMTs) ● Examine MMTs' potential for equity ● Apply approaches to reading MMTs	Dunkerly-Bean, J., & Bean, T. W. (2015). Exploring human rights and cosmopolitan critical literacy with global young adult literacy multimodal text sets. *The NERA Journal, 50*(2), pp.1-10. Forman, G. (2011). The use of digital media in Reggio Emilia. In C. Edwards, L. Gandini, & B. Forman, (Eds.), *Hundred languages of children: The Reggio Emilia experience in transformation* (pp. 343-356). Serafini, F. (2015). Multimodal literacy: from theories to practices. *Language Arts, 92*(6), pp.412-422.	**Course Connection:** Submit to Bb <u>after</u> class time Wednesday (by 11:59pm PST).
WEEK 15	**Promises Kept: Hope** Learning Objectives: ● Synthesize the course concepts ● Develop a stance on hope for educational outcomes	Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required growing roses in the concrete. *Harvard Educational Review, 79*(2), pp.1-13. Rose, M. (2009). *Why school? Reclaiming education for all of us.* New York: The New Press. Chapter 12: A language of hope, pp. 145-152. First half of class: Recorded Zoom presentations (possibly present in class with smaller class size) Second half of class: Discuss presentations	**Final Project:** Popular Culture Project □ Submit visual to appropriate GD folder and summary paper into Bb No Course Connection During class time: Round Table Discussion Share approaches for final exam, promise of hope through technology. Complete course evaluations: New Learning Experiences

Week 16 FINAL	Summative Learning Reflection (TBA)		Date: For the date and time of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc.