

ENGLISH LANGUAGE II – Dr. Mora - 201742

**UNIVERSIDAD PONTIFICIA BOLIVARIANA
EDUCATION AND PEDAGOGY GRADUATE PROGRAMS
MA IN LEARNING AND TEACHING PROCESSES IN SECOND LANGUAGES
(ML2)**

**ENGLISH LANGUAGE II:
LITERACIES IN SECOND LANGUAGES**

Course Sponsored by

LITERACIES IN SECOND LANGUAGES PROJECT
rethinking literacies in the cities and the cities as literacies

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Schedule

On-Site Sessions:

September 2	8:00 to 11:00	Room 12-205
	11:00 to 14:00	
September 15	19:00 to 22:00	Room 12-205
September 16	11:00 to 14:00	
September 29	19:00 to 22:00	
September 30	11:00 to 14:00	

Independent Work Sessions: September 8, 9, 22, 23; October 6, 7

Attention to Students

By appointment only

Introduction and Overview

Society's understanding of literacy has evolved especially since the latter half of the 20th century. This evolution is not just happening in English, however. Literacy scholars in other languages (including Spanish) are proposing organic epistemological stances to literacy that transcend mere translations (Mora, 2016). Regardless of your understanding of literacy as just reading or writing or a more complex view such as, "the process of interpreting and creating text using multiple means and media, including technology, multiple languages, and diverse aesthetic forms of expression, in addition to the written and spoken word" (Mora Vélez, 2010, p. 1; Mora, 2012), literacy discussions are heated and oftentimes controversial. The discussions are also layered and interdisciplinary, "many of the issues involved in the evolution of thinking about 'literacy' seem to grow out of tensions around such paradigms as psycholinguistics, critical theory, sociocultural theory, cultural theory, sociolinguistics, and so on" (Lankshear, personal communication, 08/22/13)

Besides these interdisciplinary tensions, there is also a need to consider the roles of new technologies (Mora, 2014b) and the sociopolitical landscape (Mora, 2014a) in the new epistemological and instrumental (Mora, 2016) stances in the new configurations of today's language ecologies (Mora, 2014c¹; 2015b). These new configurations invite second language researchers and practitioners to be more actively involved in the debates. Literacy, therefore, transcends the instrumental views of reading and writing as mere skills. Instead, we must consider how these renewed positions vis-à-vis literacy are an invitation to, using key words in our program, *reconceptualize* and *recontextualize* learning and teaching. This course encourages all of you to learn about and be actively engaged into these conversations.

This seminar, as a consequence, invites all participants to analyze and think about how some of the changes in literacy paradigms in the last 50 years will affect your own practice. We will zero in on the more progressive literacy paradigms influenced by the work of Paulo Freire and other research efforts from around the world. Course readings and discussions will delve on the conceptual underpinnings of each paradigm, their understanding of reading and writing, and the human development goals that each paradigm has ultimately proposed. Further readings and the ensuing assignments will provide you with a chance to reflect on how we can continue implementing these paradigms in second language education, as part of an ongoing effort to build a "south-south scholarship" (Mora, 2016) of literacy.

¹ APA Citation: Mora, R. A. (2014c). *Language ecology. Key Concepts in Intercultural Dialogue*, 13. Available from <http://centerforinterculturaldialogue.files.wordpress.com/2014/05/key-concept-language-ecology.pdf>

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Course readings mix key readings and webinars from the most respected literacy scholars worldwide with examples from Latin/South American literacy scholars and recent literacies research. Additional local resources will also include the recent work and publications by the the Literacies in Second Languages Project (LSP), as an example of the cutting-edge research that we are currently developing at UPB.

Although the majority of the readings will be in English, you will also have access to readings and resources that relate to how, for example, Ibero-American scholars are rethinking the notion of literacy in Spanish, or *literacidad* (Cassany, 2005; Mora, 2012b). Learning about the emerging concepts for literacy beyond English is necessary to make better sense of the challenges we must face when reinterpreting ideas across other languages (Mora, 2016).

English Language II is, above all, a *survey course*. Throughout the course, you will learn key concepts and authors in each of the literacy paradigms we will discuss, hoping that these resources will help each of you “acquire the concepts, ideas, theories, and vocabulary to begin to think and reflect on practical applications of [your] readings.” (Willis, personal communication, 08/21/13). In that regard, should any of you become more interested in any of the paradigms or concepts discussed in class (and especially those who might consider using literacy frameworks for your thesis projects), you should talk to me so that I can suggest further readings.

You are strongly encouraged to bring your experiences and previous work as researchers to class and incorporate them as part of our discussions, considering the *reflexive* nature of this course. Inspired by Bourdieu’s idea of *reflexivity* (Bourdieu & Wacquant, 1992; Mora, 2011, 2012a, 2014c) as the collective process of returning generated knowledge to the realities of our context, there will always be spaces in this course to reflect on how we as practitioners can use what we are learning to improve the quality of second language learning and teaching in the local context of our schools in Medellín and Colombia.

All sessions will work under a seminar format, where will we discuss the different readings that we are sharing in order to create more knowledge as the result of every session.

Competences the Course Will Promote

1. I comprehend the evolution of the notion of literacy as a response to societal and technological changes.
2. I synthesize the fundamental principles and pedagogical applications of major alternative literacy paradigms today.
3. I determine the best pedagogical approaches to improve literacy practices within classroom instruction
4. I inquire about how to integrate the main conceptual tenets of different literacy paradigms within a research agenda
5. I value the different literacy practices that take place both within and outside his/her classroom as a way to better understand his/ her students’ realities.

Assignments

There will be four assignments for this course. You must write all your entries using an academic paper format, including APA 6th Edition guidelines. I will hold you to the solemn promise that you will carefully and thoroughly proofread your entries for grammar, spelling, and punctuation. You should also give your entry an actual title other than the assignment name. You are welcome to check the “about writing” section of my website (<http://elpatronhimself.net/about-writing.php>) for resources on writing and APA rules.

As an academic exercise, you are supposed to treat the blog entries as a “working paper” (check the resources at the end for examples of how working papers operate). This means that your entries should offer substantial quality or argumentation. In addition, they should be something that you can later turn into a paper if you so wish. In fact, if you get a really good grade on the blog entry, I myself will tell you exactly how to cite it for your CV! The assignments are, as follows:

- **Our Curriculum through a Critical Literacy lens (30% of final grade).** This assignment is a response to the readings and discussions about Critical Literacy. You will have three possible options for writing a 1500-to-3000-word (please write the number of words at the bottom of your entry) text:
 - You can analyze the textbooks you have used (whether as a student or a teacher)
 - You can engage in a discussion of the English curriculum at your institution.
 - You can analyze the local and national standards for English and how they reflect (or do not) your local contexts.

You should make sure not to use real names of institutions and textbooks (in the case of standards, you can refer to them directly, as they are public documents). Your paper should reflect a good grasp of the main questions and issues from critical literacy (Mora, 2014b). For this response, use the class readings (both required and further) and at least two additional scholarly references of your own]

- **Literacy and multimodality around our classrooms: A multimodal essay (30% of final grade).** Both *New Literacy Studies* and *Multiliteracies* have embraced the notion of *multimodality* (Kress, 1997, 2000, 2010; Mejía-Vélez & Salazar Patiño, 2014; Mora, 2013, 2014a, in press; Street, 2013) as a building block for a great deal of their work. In pairs or trios, you should prepare a multimodal essay that explains where and how you are discovering literacy and multimodality around your classroom. You may include interviews with colleagues or students, but you will need to have them sign a consent and release form for that purpose (in the case of children, you will need their parents to sign said forms). While your videos should include a healthy dose of images, sound, and video, it is also essential that you include plenty of narration that demonstrates a grasp of the fundamental concepts we are discussing in class (this is, after all, an academic exercise). Videos should be around 5 minutes in length. You should include all the readings from the on-site and

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virtual sessions (including the further readings) and reference all of them (APA style) in the credits.

- **The new challenges for literacy in Colombian (language) education. (40% of the final grade).** Questions about new literacy configurations in today's classrooms remains a hot topic in the field (e.g Kist, 2000, 2007). In the current landscape for Colombia, I believe that literacy as we have conceived it in this course will have a key role (and I am already thinking about that issue!). This assignment, as the bookend to the course, is an invitation to join this conversation from the different vantage points you all have brought to the class. I want you to propose frameworks, considerations, and potential pitfalls when incorporating all these new literacy paradigms in your own institutions. You can choose to do this individually or in pairs. You may include interviews to colleagues or students (you will need consent to do so; you can tailor the consent used in the previous assignment for this purpose). You can use all the class discussions and readings (both required and further) plus at least five additional scholarly references per student. Your report should have at least 4000 words but should be multimodal in nature.

Expectations

Classwork. I expect all of you to be on time for each session. If, for some reason, you cannot be in class, please notify me as soon as possible. Make sure to talk to either your other classmates or me to make up for the work. No assignments will be accepted after the due date without a proper excuse. The deadlines are set well in advance so check your personal or work schedules to ensure there are no conflicts. If you foresee a conflict, talk to me immediately so we can make proper arrangements. Remember that you must submit all of the assignments on the course blog (I will not accept any papers via e-mail). Should you have any questions about the course, please e-mail me at raul.mora@upb.edu.co.

Participation. Since all of you are teachers and this is a graduate-level course, I expect a high degree of professionalism and ethical behavior from all of you. I expect all of you to be prepared to participate in every class. This includes reading the assigned readings and documents and bringing all required resources at all times. All of you should be prepared to raise questions and issues as the result of your reading and the interactions with your instructor *and* each other. If you disagree with any ideas in class, feel free to say so in a proper fashion. To me, the classroom is a community of learners and scholars. Respectful interactions are important for the success of the academic exercises in which we will engage.

Methodology. You will engage in class work for 6 hours every other Friday and Saturday plus about six hours on the virtual sessions. In addition, you might need at least another 4 hours a week to work on the readings and assignments for the course on your own. The schedule features all the readings that you must read in preparation for each class. You will receive detailed instructions on how to go about your reading assignments for each on-site and virtual sessions. In addition, there is a list for *further readings* in the reference section at the end. While not mandatory in any way, those readings may come in handy during the course assignments or for our own research down the road.

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Ethical guidelines. All assignments are to be original work. As a scholar, I abide by the highest standards of academic integrity, including strong stances against cheating and plagiarism. Guidelines against cheating and plagiarism in this course will follow any internal guidelines that UPB has set in place for academic integrity, as well as existing Colombian copyright legislation, such as Ley 23 de 1986, specifically Article 31 (<http://www.cerlalc.org/documentos/colo23.htm>) and Ley 1032 de 2006 (http://www.unal.edu.co/dib/cip/pi_ley_1032_2006.html). Please make sure to get yourselves acquainted with these laws.

Resources

You will find all the necessary readings and handouts in a designated Dropbox folder. It is your duty to ensure you can access the site and resources by contacting me so that I can add your e-mail accounts. In addition to online resources, you are supposed to have a notebook/journal with you at all times. We will do extensive note-taking during the course.

Technology

If you happen to have a laptop or tablet you can bring it to class as well (I suggest against phablets² or smartphones/iPhones, as reading these files from their screens can be a bit cumbersome at times). It is advisable to download the readings to your hard drives before the class. I am all about saving the trees, so I encourage you to go digital whenever possible. In the extreme case that you should need to print the readings, please do so on both sides of the sheet, print 2 pages per side of the sheet, or use scrap paper. Regarding the use of cell phones and smartphones, I kindly ask you to avoid using your phones/smartphones/iPhones/phablets as much as possible. We only meet for 6 hours in our allotted weekends, so unless we are talking about life-or-death situations in your lives (which may happen), I expect not to see any communication devices in your hands.

Communication Etiquette

Learning how to communicate in writing is an important and necessary skill that all academics must develop in order to network effectively with other professionals. In many cases, a well-crafted e-mail is the difference between receiving a reply from faculty and researchers in other institutions and having your message deleted right away. Check the following websites with information about e-mail etiquette, and please keep these rules in mind for any and all academic communications, within this class and beyond:

- <http://owl.english.purdue.edu/owl/resource/636/01/>
- <http://thermaltoy.wordpress.com/2013/01/26/dr-who-or-professor-who-on-academic-email-etiquette/>
- <http://www.usm.edu/chemistry-biochemistry/e-mail-etiquette-adapted-academia>
- <http://web.cn.edu/kwheeler/documents/Academic%20Etiquette.pdf>

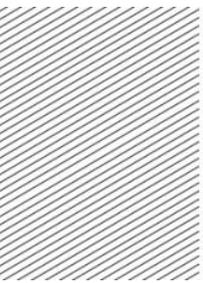
² Phablet: a portmanteau of the words Phone + Tablet



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- <http://akiraconnor.org/2011/11/03/e-mail-etiquette-how-to-make-contact-with-academics/>
- <http://science.kennesaw.edu/~hmattord/email.htm>
- <http://www.101emailtippetips.com/>
- <http://office.microsoft.com/en-us/outlook-help/12-tips-for-better-e-mail-etiquette-HA001205410.aspx>
- <http://www.emailreplies.com/>

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Session	Topic(s)	Readings and Media
On-Site 1 September 2 (8-11)	Introduction: What do we mean by “literacy” today? What does it mean to talk about “literacies in second languages”?	<p>Media: Harste & Vasquez (2011) - GCLR Webinar Rowsell & Pahl (2012) - GCLR Webinar</p> <p>Readings: <i>Baseline understanding of literacy/ies</i> Kalantzis & Cope (2011), Chapter 1 Lankshear & Knobel (2011), Chapter 1 Larson & Marsh (2015), Chapter 1</p> <p><i>Research trends in literacy:</i> Parsons, et al. (2016)</p>
On-Site 2 September 2 (11-14)	Critical literacy: Questioning <i>what, how, and why</i> we read and write today	<p>Media: Janks (2013) - GCLR Webinar Luke (2012) - GCLR Webinar</p> <p>Readings: Comber (2015) Goodman & Cocca (2014) Janks (2014) Luke (in press) Mills (2016), Chapter 3 Smith & Hall (2013) Vasquez, et al. (2013), Chapter 2 Willis, et al. (2008), Chapter 2</p>

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 Independent

**Work
 Session 1
 Sept 8-9**

II – Dr. Mora, 201742
 Critical Literacy in the context of
 elementary education, second language
 education, and media

 (Readings to support Assignment #1)

Elementary Education:

Cooper & White (2012)
 Gregg, et al. (2012)
 Kuby (2012) – GCLR
 Webinar
 Norris, et al. (2012)
 Paugh, et al. (2007)

Secondary Education:

Bacon (2017)
 Chun (2009)
 Fajardo (2015)
 Huang (2015)
 Ko (2013)
 Ko & Wang (2009)
 Ko & Wang (2013)
 Mackie (2003)
 Mattos (2012)
 Mora (2014)
 Rahimi & Askari Bigdeli
 (2015)
 Reid (2011)
 Riley (2015)
 Stojković & Živković (2012)
 Waterhouse (2012)

Media and Society

Harste & Albers (2013)
 Kelly & Bromer (2017)
 King (2013) – GCLR
 Webinar
 Kirkland (2014) – GCLR
 Webinar
 Morrell (2014)
 Reid (2011)
 Stevens & Stovall (2010)
 Saunders, et al. (2017)
 Turner, et al., (2013)
 Willis (2015)

**On-Site 3
 Sept 15**

New Literacy Studies: Rethinking
 practices beyond the classroom (and
 back)

Media:

Street (2013a) – GCLR
 Webinar

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		<p>Street (2013b) – ML2 Open Lecture Series</p> <p>Readings: Bitz & Emejulu (2016) Kist (2012) Knobel & Lankshear (2014) Knobel & Lankshear (2015) Lankshear, et al. (2013) Millard (2006) Nahachewsky (2013) Street (2013), Chapter 3 White & Hungerford-Kresser (2014)</p>
<p>On-Site 4 Sept 16</p>	<p>Multiliteracies and Multimodality: Actively engaging with multiple messages and resources</p>	<p>Readings: Boche (2014) Cope & Kalantzis (2009) Hepple, et al. (2014) Jacobs (2013a) Jacobs (2013b) Mills (2010) Mills (2016), Chapter 4 New London Group (1996) O’Byrne (2014) Trigos-Carrillo & Rogers (2017) Vasudevan, et al. (2010)</p>
<p>Independent Work Session 2 Sept 22-23</p>	<p>Multimodality and Multiliteracies in the School Curriculum</p>	<p>Readings: Ajayi (2015) Álvarez Valencia (2016) Barton & Unsworth (2014) Burke & Hardware (2015) Boyd & Brock (2014), Chapter 11 Domingo (2014) Garcia (2017) Hepple, et al., (2014) Howell, et al. (2017) Kervin & Mantei (2017) Kim & Omerbašić (2017) Kist (2017) Mora (in press) Nelson & Johnson (2014)</p>

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		<p>Öman & Sofkova Hashemi (2015) Omerbašić (2015) Towndraw, et al (2013) Wong (2015)</p>
<p>On-Site 5 Sept 29</p>	<p>21st Century Literacies in P-20</p>	<p>Media: Alvermann (2016) - GCLR Webinar Beavis (2014) - GCLR Webinar Marsh (2015) - GCLR Webinar Merchant (2015) – GCLR Webinar</p> <p>Readings: Alvermann (2015) Amicucci (2014) Arena (2008) Cañas, et al. (in press) Bryan & Garland (2016) Burnett & Merchant (2015) Choudhoury & Share (2012) Garcia (2013) Guzzetti & Foley (2014) Handsfield (2016), Chapter 10 Hicks & Turner (2013) Lammers & Marsh (2015) Merchant (2009) Padgett & Curwood (2016) Pandya & Pagdilao (2015) Rust (2015) Scott (2014) Semingson, et al. (2017) Spires (2015) Stornaiuolo & LeBlanc (2014) Vasquez et al (2013), Chapter 7</p>
<p>On-Site 6 Sept 30</p>	<p>Literacy in these new times: Calls for Action</p>	<p>Media: Nieto (2016) - GCLR Webinar</p>

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Norton (2013) - GCLR
 Webinar
 Mora (2015) - GCLR
 Webinar

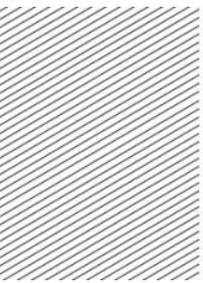
Readings:
 Azano (2015)
 Bean & Dunkerly-Bean
 (2016)
 Comber (in press)
 Dunkerly-Bean (2013)
 Leung & Street (2013)
 López-Bonilla (2015)
 Mora (2016)
 Mora, et al. (in press)
 Morrell (2017)
 Nieto (2013)
 Njeru (2015)
 Roy-Campbell (2012)
 Semingson, et al. (under
 review)
 Wise & O'Byrne (2016)

**Independent
 Work
 Session 3
 Oct 6-7**

**Interest
 Workshop**

**Topics and readings will be selected based on students' actual
 interests**

DEADLINES FOR ASSIGNMENTS
Assignment #1 – Sept 15
Assignment #2 – Sept 30
Assignment #3 – Oct 14



ML2 Program at UPB-Medellín

Notes:

For the first version of this seminar (Semester 2, 2013), I had the honor to receive feedback from Professor Brian Street (King's College London, UK), Professor Colin Lankshear (Mount St. Vincent University, Canada) and from my mentor Professor Arlette Ingram Willis (University of Illinois at Urbana-Champaign, USA). Their recommendations regarding the contents and direction for this course are still key elements for my revisions to each iteration of this syllabus.

In fact, this version of this seminar is dedicated to the lasting memory of a great friend, colleague, inspiration, and mentor: Professor Brian Street. Brian left us a few months ago and his influence in my work is present in my interest in New Literacy Studies and my research in urban literacies at LSLP.

I would also like to thank all the students from the previous versions of this course for their interactions and participation, as they help me adjust the course every semester. Finally, I must thank my amazing team of student researchers at the Literacies in Second Languages Project (which includes preservice teachers, MA candidates and MA alumni). Through our conversations and writing, I am confident every version of this course is stronger than the previous one. And of course, I have to thank my TAs, Claudia Cañas, Gloria Gutiérrez, and Ana Karina Rodríguez, whose interest in literacies research is an instrumental part of this new iteration of the course. I look forward to seeing all three of them teach their own version of this seminar (whether in English or Spanish) in the nearest future.

Additional resources

Websites featuring ongoing research on literacies:

- Global Conversations in Literacy Research (GCLR) – An initiative by Dr. Peggy Albers and her doctoral research assistants at Georgia State University, GCLR features webinars by some of the leading literacy researchers in the world, making it an excellent resource to learn about the current issues in the field. Some GCLR webinars are actually class resources for this course! You can access GCLR at <https://globalconversationsinliteracy.wordpress.com/> and <https://www.youtube.com/channel/UCay7UB8Mm5SpRnPy6MxI5Gg/feed>
- New Learning – A website documenting the literacy research by Dr. Mary Kalantzis and Dr. Bill Cope (University of Illinois at Urbana-Champaign), including research on multiliteracies, the Learning by Design project, and other materials – <http://newlearningonline.com>
- New Media Literacies – A website by Dr. Henry Jenkins (University of Southern California), which documents research efforts toward participatory use of media from a critical standpoint – <http://www.newmedialiteracies.org/>
- New Literacies Research Lab – A website for the New Literacies Research led by Dr. Donald Leu (University of Connecticut), focusing on the changing nature of reading in the digital world – <http://www.newliteracies.uconn.edu/>

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Everyday Literacies – A website featuring selected resources from the work of Dr. Michele Knobel (Montclair State University) and Dr. Colin Lankshear (Mount St. Vincent University) – <http://everydayliteracies.net/>

- Initiative for 21st Century Literacies Research – A project led by Dr. Shelbie Witte (Oklahoma State University) to engage in research about what it means to talk about literacy today – <http://www.initiativefor21research.org/>
- The Multiliteracies and Global Englishes Research Group at the University of South Australia – A group under Dr. Sue Nichols' leadership exploring language and literacy practices across multiple socio-cultural contexts - <http://www.unisa.edu.au/Research/Centre-for-Research-in-Education/research-groups/Multiliteracies-and-Global-Englishes-Research-Group/>
- Literacies in Second Languages Project (LSLP) – This initiative, housed at UPB-Medellín, is currently researching how to make better sense of the literacies that are present in our city and our schools. You will also find our LSLP Micro-Papers there. – <http://literaciesinl2project.org>
- My own website features more ideas to use literacies in second languages. Please visit <http://www.elpatronhimself.net/teaching.html> for more examples.

Social Networking Sites about literacy:

- Language, Literacy & Identity Interest Group on Google+ <https://plus.google.com/u/0/communities/114435711930819046310>
- New Literacies Collaborative at NC State University Facebook Group <https://www.facebook.com/groups/111870137568/>

Examples of Working Papers series in literacy and TESOL:

- Arizona Working Papers in Second Language Acquisition and Teaching – <http://w3.coh.arizona.edu/AWP/>
- Concordia Working Papers in Applied Linguistics (COPAL) from Concordia University in Canada – <http://doe.concordia.ca/copal/>
- Tilburg Papers in Culture Studies from Tilburg University in Belgium – <http://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/tpcs/>
- Working Papers in Urban Languages and Literacies (WPULL) from King's College London – <http://www.kcl.ac.uk/innovation/groups/ldc/publications/workingpapers/index.aspx>
- Working Papers in Literacy, Culture, and Language Education from Indiana University – <http://education.indiana.edu/graduate/programs/literacy-culture-language/specialty/wplcle/>
- Working Papers in TESOL and Applied Linguistics from Teachers College, Columbia University – <http://journals.tc-library.org/index.php/tesol>
- Working Papers in Second Language Studies from the University of Hawai'i – http://www.hawaii.edu/sls/?link=working_papers

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More information on journals and articles on literacy/education:

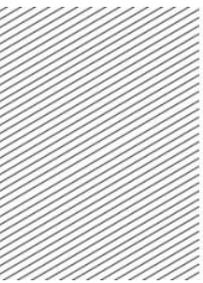
- The Directory of Open Access Journals (<http://doaj.org>) listed 34 journals under the “literacy” keyword, 7 under “language and literacy” and 249 under “language”.
- Our database (<http://consultaremota.upb.edu.co>) features some top journals on language and literacy (JSTOR and EBSCO) such as: Journal of Adolescent & Adult Literacy | Reading Research Quarterly | TESOL Quarterly | English Education | Literacy
- I also recommend looking at the Education Resources Information Center (ERIC – <http://eric.ed.gov>). You can also find articles and papers on different education topics.
- In the Dropbox course folder, you will find a working document in the “Additional Resources” subfolder. This document, compiled by Dr. Michael Lessard-Clouston (Biola University, USA) includes over 830 journals, magazines, and working papers series. I encourage you to go over it and keep it handy as a reference for present and future work in ML2 and beyond.

Peer-reviewed journals in Colombia

- PROFILE Journal (Universidad Nacional)
<http://revistas.unal.edu.co/index.php/profile/index>
- HOW Journal (ASOCOPI) <http://www.howjournalcolombia.org/index.php/how/index>
- Revista Q (UPB) <http://revistaq.upb.edu.co/>
- Latin American Journal of Content and Language Integrated Learning – LACLIL (Universidad de la Sabana) <http://laciil.unisabana.edu.co/index.php/LACLIL>
- ENLETAWA Journal (UPTC)
http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal
- Opening Writing Doors Journal (Universidad de Pamplona)
<http://owdj.unipamplona.edu.co/>
- Revista Íkala (Universidad de Antioquia)
<http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala>
- Colombian Applied Linguistics Journal (Universidad Distrital)
<http://revistas.udistrital.edu.co/ojs/index.php/calj>
- Revista Matices en Lenguas Extranjeras (Universidad Nacional)
<http://revistas.unal.edu.co/index.php/male>
- Revista Lenguaje (Universidad del Valle) <http://revistalenguaje.univalle.edu.co/>
- GiST Journal (Universidad UNICA)
<http://www.publicacionesunica.com/gist/index.php/gist/index>
- Revista Palabra (UPB-Montería) <http://srvzenu.monteria.upb.edu.co/revistapalabra/>

Information Regarding APA Style Online:

- <https://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.library.cornell.edu/resrch/citmanage/apa>
- <http://flash1r.apa.org/apastyle/basics/index.htm>
- http://library.nmu.edu/guides/userguides/style_apa.htm



ENGLISH LANGUAGE CENTER | Dr. Mora | 2017/18
<http://writing.wisc.edu/handbook/DocAPA.html>

Additional Resources to help you prepare your written assignments:

- Center for Writing Studies at the University of Illinois at Urbana-Champaign – <http://www.cws.illinois.edu/workshop/writers>
- Online Writing Lab (OWL) at Purdue University – <http://owl.english.purdue.edu/>
- Academic Writing advice at the University of Toronto – <http://www.writing.utoronto.ca/advice>
- Language and Learning Online at Monash University – <http://www.monash.edu.au/llo/lonline/index.xml>
- You are also welcome to check Dr. Mora's site at <http://www.elpatronhimself.net/about-writing.html>

ML2 Program at UPB-Medellin