

	UNIVERSIDAD DEL VALLE
	INSTITUTO DE EDUCACIÓN Y PEDAGOGÍA
	DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN DIE-UV
SYLLABUS	
ELT EDUCATION DOCTORAL MAJOR	
SEMINAR: Literacy, multiliteracies and the (inter)cultural dimension	
Academic Period: 2022 – I	Course credits:
<p>ACADEMIC AREA <i>(Select with an X where appropriate):</i></p> <p><input checked="" type="checkbox"/> EFE Emphasis</p> <p><input type="checkbox"/> EFEP Education and Pedagogy</p> <p><input type="checkbox"/> EFI Research</p> <p>Research Emphases: Interculturality and the Development of Intercultural Competence in EFL Education</p> <p>Research Group: Equipo de Investigación en Lingüística Aplicada (EILA)</p>	
<p>SEMINAR PROFESSOR: Raúl Alberto Mora, Ph.D. (he/him/his) raul.mora@fulbrightmail.org</p>	<p>GUEST LECTURERS:</p> <p>Rahat Zaidi, Ph.D. University of Calgary (Canada)</p> <p>Jennifer Rowsell, Ph.D. University of Bristol (UK)</p> <p>Mikel W. Cole, Ph.D. University of Houston (USA)</p> <p>Chris K. Chang-Bacon, Ph.D. University of Virginia (USA)</p>
<p>SEMINAR DESCRIPTION</p> <p>Discussions of literacy in ELT have been a growing topic of inquiry for several years, but have gained a great deal of traction since the 2010s. The growth of inquiry is not only visible in the number of scholars interested in the topic, but also in the variety of topics our academic community keeps exploring. We have moved from traditional studies only focused on reading and writing to explore literacies from a stronger socio-</p>	

critical perspective. Discussions about critical literacy, multimodality, and digital literacies, to name a few, are increasingly present in our local publications and academic conferences. We have more research groups and research labs in Colombia devoted to literacies research and courses on literacy are a regular fixture in several of our MA programs while finding a niche in our doctoral programs in education as well.

However, as the popularity grows, there is the growing risk of trivializing the meanings and uses of literacy in our field. This is a time when careful reflexivity about what literacy is and how it can promote a stronger sense of interculturality through the different ways we can play with words and symbols is warranted. This seminar intends to look carefully at the meanings and origins of major literacy paradigms since the 1960s and how they connect to issues of interculturality. Each student in the class should be able to link literacy and interculturality as educational events, while having the chance to weave some of these ideas into their budding (and evolving) research agendas.

The course will offer a mix of older and more recent readings about literacy with media by renowned experts in the field and the class discussions.

SEMINAR OBJECTIVES

General objective:

- To reflect as a collective on the relationship between literacy and interculturality and how to weave it to our ongoing research and practices in the Colombian ELT community

Specific objectives

- To introduce the notion of literacy as a historical event and how literacy's own historicity has influenced past and current understandings of interculturality
- To explore the intercultural dimension of critical literacy as the different social dynamics we face when confronting texts.
- To inquire about the intercultural dimension of new literacies as the recognition of new cultural scenarios for text creation and interpretation.
- To discuss how the pedagogy of multiliteracies and multimodal design can help foster new intercultural interactions in our ELT classrooms.

SEMINAR CONTENTS

Guiding question:

- How do theories and practices around the idea of literacy help promote a new sense of interculturality through text creation and interpretation processes, namely as part of ELT?

Thematic problem 01: Introducing the idea of literacy as an intercultural affair

Guiding question:

- What do we mean when we say “literacy” and how does this understanding overlap with the idea of interculturality?

Padlet for discussions: https://padlet.com/moravelez/LMID_Thematic_Problem_1

Thematic problem 02: Literacy, interculturality, and criticality

Guiding question:

- How does the intercultural dimension of literacy influence current educational practices in the fields of language education and ELT?

Padlet for discussions: https://padlet.com/moravelez/LMID_Thematic_Problem_2

Thematic problem 03: New Literacy Studies, or the intercultural dimension of in- and out-of-school literacy practices

Guiding question:

- What are the intercultural considerations of taking a NLS approach to language learning and teaching?

Padlet for discussions: https://padlet.com/moravelez/LMID_Thematic_Problem_3

Thematic problem 04: Multiliteracies and Multimodality as intercultural meaning-making process

Guiding question:

- How can ideas from the pedagogy of multiliteracies and multimodal design support intercultural competence in ELT?

Padlet for discussions: https://padlet.com/moravelez/LMID_Thematic_Problem_4

SCHEDULE:

March 17

08:00 to 12:00 (Colombia) / 14:00 to 18:00 (Central European Time)

- Introducing the idea of literacy as an intercultural affair

14:00 to 16:00 (Colombia) / 20:00 to 22:00 (Central European Time)

- Literacy as an intercultural and multilingual affair

April 21

08:00 to 12:00 (Colombia) / 15:00 to 19:00 (Central European Time)

- Critical Literacy: interculturality, language, and power dynamics in text creation and interpretation

14:00 to 16:00 (Colombia) / 21:00 to 23:00 (Central European Time)

- Critical literacy in ELT

May 19

08:00 to 12:00 (Colombia) / 15:00 to 19:00 (Central European Time)

- New Literacy Studies: New scenarios and forms of inquiry for literacy and interculturality

14:00 to 16:00 (Colombia) / 21:00 to 23:00 (Central European Time)

- Reading, Writing, and Intercultural competence

June 16

08:00 to 10:00 (Colombia) / 15:00 to 17:00 (Central European Time)

- Multiliteracies and Multimodality: Meaning-making and new knowledge processes for interculturality
- Class discussion

10:00 to 12:00 (Colombia) / 15:00 to 17:00 (Central European Time)

- Multiliteracies and Multimodality: Meaning-making and new knowledge processes for interculturality
- Guest Speaker: Jennifer Rowsell, Ph.D. – University of Bristol, UK (presentation open to other students and faculty at the PhD program)

Class discussion

14:00 to 16:00 (Colombia) / 21:00 to 23:00 (Central European Time)

- Where do we go from here? A closing conversation with:
 - Mikel W. Cole, Ph.D. – University of Houston, USA
 - Chris K. Chang-Bacon, Ph.D. – University of Virginia, USA

ROOM

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Week 1	Introducing the idea of literacy as an intercultural affair	Collins (1995) de Castell, et al (1981) Kaestle (1985)	Look at the questions in the Padlet and discuss

Week 2		Janks (2010) – Chapter 1 Kalantzis & Cope (2012), Chapter 1 Lankshear & Knobel (2011), Chapter 1	in anticipation to our class
Week 3	Literacy as an intercultural and multilingual affair	López Bonilla & Pérez Frago (2013) Mora (2012) Mora (2016)	Work on the position paper
Week 4	Critical Literacy: interculturality, language, and power dynamics in text creation and interpretation	Morgan (1997) – Chapter 1 Shor (1999) Willis et al (2008) – Chapter 2	Look at the questions in the Padlet and discuss in anticipation to our class
Week 5		Janks (2010) – Chapter 2 Luke (2012) Trigos-Carillo, et al (2021)	
Week 6		Beucher, et al. (2019) or Willis (2019) Croom (2020) or Wandera (2019) Morrell (2012) or Vasquez, et al. (2019)	Work on the position paper
Week 7	Critical literacy in ELT	Chang-Bacon, et al. (2021) or Huh, et al. (2021) Mora, et al. (2021)	
Week 8	New Literacy Studies:	Street (1995) – Chapters 1 and 2 Street (2013)	Look at the questions in the Padlet and discuss

Week 9	New scenarios and forms of inquiry for literacy and interculturality	Pahl & Rowsell (2005) – Chapter 1 Moje (2009) Knobel & Lankshear (2014)	in anticipation to our class
Week 10		Kirkland (2009) Mirra & Garcia (2020) Stornaiuolo & LeBlanc (2014) or Wargo & Oliveira (2020)	Work on the position paper
Week 11	Literacies and the Intercultural competence A Conversation with Dr. Rahat Zaidi	Naqvi (Zaidi) (2015) Petroni, et al. (2020)	
Week 12	Multiliteracies and Multimodality: Meaning-making and new knowledge processes for interculturality	New London Group (2000) then Cope & Kalantzis (2009) LoBianco (2000) or Nakata (2000) Kress (1997) or Kress & VanLeeuwen (2006)	Look at the questions in the Padlet and discuss in anticipation to our class
Week 13		Pirbhai-Illich (2010) or Haddix & Sealey-Ruiz (2012) Skerrett (2011) or Turner, et al. (2013) Omerbašić (2015) or Rowsell (2020)	
Week 14		Ajayi (2015) Cappello, et al. (2019) Mora, et al. (2022)	Work on the position paper
Week 15 Part 1	Multiliteracies and Multimodality: Meaning-making and new knowledge		

	processes for interculturality Presentation feat. Dr. Jennifer Rowsell		
Week 15 Part 2	Where do we go from here? A closing conversation with Drs. Mikel Cole and Chris Chang-Bacon	Janks (2010) – Chapter 8 Trigos-Carrillo & Rogers (2017)	
Week 16	Time to work on the position paper		

References in outline:

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- Chang-Bacon, C. K., Khote, N., Schell, R., & Crookes, G. V. (2021). The manifestation of critical literacy in English language teaching, bi/multilingualism, and translanguaging. In J. Z. Pandya, R. A. Mora, J. H. Alford, N. A. Golden, & R. S. de Roock (Eds.), *The handbook of critical literacies* (pp. 40-49). Routledge.
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- Kirkland, D. E. (2009). The skin we ink: Tattoos, literacy, and a new English education. *English Education*, 41(4), 375-395.
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- López-Bonilla, G., & Pérez Fragosó, C. (2013). Debates actuales en torno a los conceptos “alfabetización”, “cultura escrita” y “literacidad”. In A. Carrasco Altamirano & G. López-Bonilla (Eds.), *Lenguaje y educación: Temas de investigación educativa en México* (pp. 23-49). Asesoría en Tecnologías y Gestión Educativa.
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Recommended References (Books)

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METHODOLOGY

- Monthly meetings are a space for students to meet with the instructor-of-record and delve more deeply into the proposed topics for the course. The sessions will mix lectures and presentations with discussions based on the readings.
- For the time between meetings, students will leave comments and questions on the designated Padlet for each Thematic Problem. We will also use the Padlet as the basis for the extended conversation in the monthly meetings.

ASSESSMENT

- **Padlet Participation – 40%** - Students are supposed to interact in the Padlet as they respond to the readings and engage in conversation around the readings.
- **Literacy and Interculturality in Colombian Literature: A [collective] position paper 60%** - During the course, students (with conceptual and academic support from their instructor) will work on a publishable paper that links the main concepts of the course. Paper style should fit within *Reflections and Revision of Themes* (e.g. HOW) or *Issues Based on Reflections and Innovations* (e.g. PROFILE). Students can choose to write a collective paper among all of them or smaller teams. We will discuss those options during our first meeting.

Sources

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/UCay7UB8Mm5SpRnPy6Mxl5Gg/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/>
- 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 Literacy in a Digital Age – 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. – <https://lslp.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:

- 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/copala/>
- 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/lde/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

Specialized Academic Journals

- Journal of Adolescent & Adult Literacy - <https://ila.onlinelibrary.wiley.com/journal/19362706>
- Reading Research Quarterly - <https://ila.onlinelibrary.wiley.com/journal/19362722>
- Journal of Literacy Research - <https://journals.sagepub.com/home/jlr>
- Literacy Research: Theory, Method, and Practice - <https://journals.sagepub.com/home/lrx>
- Literacy - <https://onlinelibrary.wiley.com/journal/17414369>
- The Reading Teacher - <https://ila.onlinelibrary.wiley.com/journal/19362714/>
- Research in the Teaching of English - <https://ncte.org/resources/journals/research-in-the-teaching-of-english/>
- English Teaching: Practice & Critique - <https://www.emeraldgrouppublishing.com/journal/etpc>
- The Australian Journal of Language and Literacy - <https://www.springer.com/journal/44020>
- TESOL Quarterly - <https://onlinelibrary.wiley.com/journal/15457249>
- TESOL Journal - <https://onlinelibrary.wiley.com/journal/19493533>
- Critical Inquiry in Language Studies - <https://www.tandfonline.com/journals/hcil20>
- Literacy Research and Instruction - <https://www.tandfonline.com/toc/ulri20/current>

Colombian Journals

- PROFILE Journal (U Nacional) –
<http://www.revistas.unal.edu.co/index.php/profile>
- Colombian Applied Linguistics Journal (U Distrital) –
<http://revistas.udistrital.edu.co/ojs/index.php/calj>
- Revista Íkala (U de Antioquia) –
<http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala>
- Revista Matices en Lenguas Extranjeras (U Nacional) –
<http://www.revistas.unal.edu.co/index.php/male>
- HOW, The Journal of the Colombian Association of Teachers of English –
<http://howjournalcolombia.org/index.php/how/index>
- Colombian Applied Linguistic Journal (Universidad Distrital) –
<http://revistas.udistrital.edu.co/ojs/index.php/calj>
- Folios (Universidad Pedagógica Nacional) –
<http://revistas.pedagogica.edu.co/index.php/RF>
- Revista Signo y Pensamiento (Universidad Javeriana) –
<http://www.javeriana.edu.co/signoyp/coleccion.htm>
- Revista Educación y Educadores (Universidad de los Andes)–
<http://educacionyeducadores.unisabana.edu.co/index.php/eye>
- Revista GIST (UNICA) –
<http://www.publicacionesunica.com/gist/index.php/gist/index>
- Revista Enletawa (UPTC) -
http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal

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Note: Some readings are subject to change.