



ACADEMIC PROGRAM ACTIONS

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

APA

INSTRUCTIONS: This form is used to create, change or terminate an academic program. The form is available online at www.sc.edu/provost/acadprog.

Date: April 27, 2011

Campus: Columbia College/School: Education

Department (if applicable): Instruction and Teacher Education

Undergraduate Graduate

TYPE OF ACTION (Select the appropriate action(s) from the drop down lists below.)

Other (please specify below)

Other (please specify) New Course Proposal

PROGRAM INFORMATION

Degree/Certificate Program Name Language and Literacy Program

Major/Minor/Concentration Name (if different from above) _____

Degree Level PhD # of Credit Hours _____

REQUIRED ATTACHMENTS (The following documents must be attached to this form before submission)

- Justification Form (JUS)
- "Before" and "After" bulletin description on two-column Bulletin Change Form (BCH)
- List of program-related courses
 - Appropriate course action forms for all program-related courses
- Letters of concurrence from impacted academic units, campuses and/or Dean of Education

PROPOSED EFFECTIVE DATES

Proposed Effective Term for change to database/bulletin:

Year: 2012 Fall Spring May Session Summer I Summer II

*Program Terminations - Please indicate when the program will cease **admitting** students:*

Year: _____ Fall Spring May Session Summer I Summer II

*Program Terminations - Please indicate when the program will cease **conferring** degrees:*

Year: _____ Fall Spring May Session Summer I Summer II

PROGRAM DELIVERY METHOD

Please note that it may take up to two years prior to program implementation to process requests for new, distance-delivered programs, depending on the complexity of the proposal. Please contact your Dean's Office or see www.sc.edu/provost/acadprog for more information.

Distance Delivery System: Streaming Video _____ %
 CD/DVD _____ %
 Web-based _____ %
 Other (Please specify) _____ %

Program Delivery Method: 100 % Traditional _____ % Distance

(If program is to be offered 50% or more using distance delivery and/or at an off-campus location, please notify Department Chair.)

PROGRAM DELIVERY LOCATION

Program Delivery Location: 100 % On-Campus _____ % Off-Campus

(If program is to be offered 50% or more using distance delivery and/or at an off-campus location, please notify Department Chair.)

Proposed Location of Program: _____

Facility Address(es)

City

State

Country

IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

1) Does the proposed change affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus? Yes No

If yes, identify which unit(s)/campus(es) _____

How? _____

(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

2) Is the proposed program change designed for P-12 school personnel and/or to prepare graduate students to work in P-12 schools? Yes No

How? _____

(If yes, please attach letter of concurrence from Dean of Education.)

CONTACT INFORMATION

Contact Person:

Amy Johnson Lachuk

Print name

johnsoa6@mailbox.sc.edu

Email Address

Signature

Assistant Professor

Title

8033948218

Phone Number

April 27, 2011

Date

REQUIRED APPROVALS

Department Chair:

Print name

Signature

Date

Email Address

Phone Number

Academic Program

Liaison (APL):

Print name

Signature

Date

Email Address

Phone Number

Academic Dean:

Print name

Signature

Date

Email Address

Phone Number

UTS Distance

Education (if

appropriate)

Print name

Signature

Date

Email Address

Phone Number

FacSenate Cours&Curric/

Dean of the Graduate

School (as appropriate)

Print name

Signature

Date

Email Address

Phone Number

Graduate Council

Faculty Senate

Date of Faculty Governance Approval (if appropriate)



JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

JUS

INSTRUCTIONS: Please attach a statement explaining the justification for the proposed program or course action. This form is available online at www.usc.edu/provost/acad0100

Date: December 8, 2010 Campus: Columbia

College/School: Education

Department (if applicable): Instruction and Teacher Education

Degree Program (if applicable): Language and Literacy

Undergraduate Graduate

EDRD 815, **A Critique of Qualitative Research in Language and Literacy Education**, is designed for doctoral students in the Language and Literacy program. The course has emerged from ongoing conversations with doctoral students regarding their understandings of and exposure to empirical qualitative literacy research. Doctoral students repeatedly voice concerns about their abilities to critique qualitative research and to conceptualize and design a qualitative literacy research study. Through course readings, discussions, and assignments, EDRD 815 offers doctoral students analytic and theoretical tools for critiquing qualitative literacy research studies.



NEW COURSE PROPOSAL

NCP

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

INSTRUCTIONS: This form is used to add a new course to the University course database. This form is available online at www.sc.edu/provost/acadprog.

Date: August 11, 2010

Campus: Columbia College/School: Education

Department (if applicable): Instruction and Teacher Education

Undergraduate Graduate

PROPOSED COURSE INFORMATION

Course Designation: EDRD 815
4-letter Designator Prefix Course Number Suffix

Credit Hours: 3 Variable Fixed # Times Course Can Be Taken: 1

Course Title: Critique of Qualitative Research in Language and Literacy Education

Cross-listed with which course?
4-letter Designator Prefix Course Number Suffix

Course Description: (50-word limit)

A review and critique of qualitative perspectives on language and literacy research.

Course Prerequisites/Corequisites: EDRD 800 & 801

Course Delivery Location: USC Campus Off-Campus site

(If off-campus delivery is being requested, attach a completed Off-Campus Delivery (OCD) form.)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)

(If distance technology delivery is being requested for the first time, attach a completed Distance Education Delivery (DED) form.)

Proposed Effective Term for change to database/bulletin:

Year: 2012 Fall Spring May Session Summer I Summer II

Required Resources: Does this course require additional faculty, facilities, library resources or funding?

Yes No (If yes, attach letters of commitment from appropriate official(s).)

Grading System: Standard Pass/Fail Only Not Auditable

Rationale for grading system other than standard:

Enrollment Restrictions: Restricted to: Doctoral students Excluded: _____

Special Permissions required? Department Instructor

IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

Does the proposed course affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus? Yes No

Identify which unit(s)/campus(es) _____

(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

REQUIRED ATTACHMENTS (The following documents must be attached to this form before submission)

- Course syllabus
- Basic bibliography (list of required texts and readings)
- Justification Form (JUS)
- Letters of concurrence (if appropriate)
- Letter(s) committing resources (if appropriate)
- Related course forms (if appropriate) *All forms are available at www.sc.edu/provost/acadprog.*
 - Off-Campus Delivery (OCD) Form
 - Schedule Exception Request (SER) Form
 - Distance Education Delivery (DED) Form
 - Office of Educational Outreach (OEO) Form for contract courses

CONTACT INFORMATION

Contact Person:

_____	_____
<i>Print name</i>	<i>Title</i>
_____	_____
<i>Email Address</i>	<i>Phone Number</i>
_____	_____
<i>Signature</i>	<i>Date</i>

REQUIRED APPROVALS

Department Chair:

_____	_____	_____
<i>Print name</i>	<i>Signature</i>	<i>Date</i>
_____	_____	
<i>Email Address</i>	<i>Phone Number</i>	

Academic Dean:

_____	_____	_____
<i>Print name</i>	<i>Signature</i>	<i>Date</i>
_____	_____	
<i>Email Address</i>	<i>Phone Number</i>	

FacSenate Cours&Curric/
Dean of the Graduate
School (as appropriate):

_____	_____	_____
<i>Print name</i>	<i>Signature</i>	<i>Date</i>
_____	_____	
<i>Email Address</i>	<i>Phone Number</i>	

- Graduate Council Faculty Senate

_____ *Date of Faculty Governance Approval (if appropriate)*

EDRD 815
Critique of Qualitative Research in Language and Literacy

I. Descriptive Information

- A. *Course Number and Title:* EDRD 815: Critique of Qualitative Research in Language and Literacy
- B. *Bulletin Description:* A review and critique of qualitative perspectives on language and literacy research.
- C. *Course Credit:* Three (3) credit hours
- D. *Prerequisites:* EDRD 800 and EDRD 801 as prerequisites.
- E. *Intended Audience:* Ph.D. students in literacy education or related fields.
- F. *Instructor:* Language and Literacy faculty

II. Statement of Course Goals and Objectives

Goals: The goal of this course is to provide opportunities for advanced doctoral students to develop an understanding of major themes and issues in qualitative literacy research, to explore and appreciate the diversity of qualitative literacy research, and to learn to think and write critically and analytically about qualitative methods employed in literacy education. Students will conceptualize and design a qualitative literacy research study by selecting, adapting, or constructing a methodological perspective from those examined.

Objectives: Through a study of research, students will be able to:

1. Examine classic and contemporary qualitative research in language and literacy education.
2. Critique a diverse array of qualitative studies in order to achieve an understanding of qualitative research traditions in the field of language and literacy education.
3. Demonstrate knowledge of the findings of qualitative studies in language and literacy and articulate that knowledge as it applies to the literacy learning of adults and children.
4. Examine qualitative language and literacy research from critical, historical, and political perspectives.
5. Utilize technology including listservs and web searches to identify scholars who have conducted qualitative research in language and literacy.
6. Use qualitative research methods to design research that addresses issues of diversity and equity in varied instructional contexts.
7. Understand and apply knowledge of qualitative research methodology in order to inquire specifically into an area of students' own interests.

III. Required Texts and Readings

For this course, all students will read the following books:

1. Catherine Compton-Lilly, (2003). *Reading Families: The literate lives of urban children*. New York: Teachers College Press.
2. Nell Duke and Marla Mallette. (Eds.). (2011). *Literacy Research Methodologies* (2nd Edition). New York: Guilford Press.
3. Gee, J.P. (2010) *An Introduction to Discourse Analysis: Theory and method* (3rd Edition). New York: Routledge.
4. Cynthia Lewis, (2001). *Literacy Practices as Social Acts*. New York: Routledge.
5. P. Martin Nystrand, Adam Gamoran, et al. (1998). *Opening Dialogue*. New York: Teachers College Press.
6. David Reinking & Barbara Bradley (2007). *On Formative and Design Experiments*. New York: Teachers College Press.
7. **READING PACKET POSTED ON BLACKBOARD**

IV. Academic Course Requirements

1. *Readings and Responses.* This requirement involves reading and responding to the literacy research methodology in the required readings. You are required to write a 250-word, integrative response

(not a summary) of all required readings for each course meeting. In your response point out interesting issues you noted, concerns you had with the works, strengths and limitations of the methods and the studies, and thoughtful insights or questions about the methodology and its exemplars. As appropriate, you might contrast the methodology represented in the readings to other research methodologies discussed already or to be discussed. You will post your responses on **Blackboard Discussion Board** by Tuesday at 5pm. By Friday at 8pm you will have read and responded to 2 classmates' responses. In your responses, you should extend classmates' thinking, using insights gained from in-class discussions.

2. *In-Class Discussions of Readings.* Each week you are expected to be an engaged participant in class discussions of readings. The purpose for reading is to identify the strategies and techniques the researcher used to generate, analyze, and report on his/her data. You are encouraged to read and respond to the texts from a researcher's perspective. You are also encouraged to read and respond to the texts for issues related to writers' craft – that is, you are encouraged to identify techniques for crafting an academic argument, strategies for providing a rationale for one's inquiry, and methods for using data to support one's claims. As you read, you are also encouraged to identify answers to the following "grand tour questions" related to qualitative inquiry:
 - What is quality in qualitative inquiry?
 - What kinds of topics and issues are best addressed through qualitative inquiry?
 - What are the tools of qualitative inquiry?
 - How are qualitative data made sense of and represented?
 - What is the relationship between the theoretical framework and the methods and findings sections?
 - How do researchers justify their research practices and establish the significance of their studies?

It is not required to keep a readers' notebook, but you are encouraged to record notes on these aspects of the readings.

3. *Small-Group Research Methodology Presentation:* In order to be able to address a range of qualitative research studies and to provide those enrolled in EDRD 815 an opportunity to participate in the presentation and critique of methods, each class member will be responsible for co-presenting on one qualitative research technique. Each group (2-3 members each) will select one of the following qualitative methods: (a) critical methods, (b) discourse analysis, (c) research syntheses/literature reviews, (d) interview research, (e) ethnography, (f) life history, (g) narrative, (h) classroom research, (i) action research/teacher research, and (j) textual analysis. Each group will read and learn about the method and make a **20-30 minute presentation** in which they describe and critique the research method and present a research report demonstrating the application of the methodology.
4. *Designing a Qualitative Literacy Research Study.* As a means to synthesize, extend, and apply your learning about qualitative methodologies in language and literacy research you are required to conceptualize and design a literacy research study. For this course requirement, you will integrate the literature related to a specific topic or issue in literacy education with what you are learning about qualitative literacy research methodologies. Specifically, your design of a literacy research study will (a) delve into one or more dimensions of literacy research and theory in order to identify a literacy topic worthy of additional inquiry (a.k.a., conduct a literature review); (b) construct a compelling focus, purpose, rationale, and question to be addressed in a new inquiry; (c) select, adapt, or construct a methodological perspective that appropriately addresses your research purpose or question; and (d) describe in detail the methods, materials, and procedures required to implement your study. This requirement could facilitate your efforts to engage in independent or collaborative literacy research early in your graduate studies, or it could promote preparation of a dissertation proposal.

You are required to present your literacy research study plans in a written report of 15 to 30, double-spaced pages (excluding references and any appendices) that is prepared according to the

style outlined in the Sixth Edition of the *Publication Manual of the American Psychological Association* (2001). Although the structure to your research plan (i.e., the headings or sections within your paper) will vary depending upon your purpose/question and accompanying methodology and perspective employed, all papers should address or include the following parts:

1. A *rationale* for why the inquiry is needed;
2. A discussion of the potential *significance* of the study in moving the field forward theoretically, practically, or in other ways;
3. A *review of the relevant literature* of the literature with which your study engages.
4. A *theoretical framework* for the proposed study;
5. An explicit statement of *purpose or specific research question(s)*; and
6. Detailed *methods* for conducting the inquiry, including—as relevant, given the nature, purpose, and methodology employed—the following:
 - A description of the research design, paradigm, perspective, or framework employed,
 - The participants involved in the research,
 - The materials used or constructed for the inquiry,
 - The procedures employed in gathering data, and
 - The procedures used to analyze the data.

In short, your paper should include all the information one would find in a published literacy research report from the introduction or beginning of the work up through the research methods employed in the inquiry. Through our reading, examination, and critique of numerous literacy research studies in this course, we will explore the varied ways in which researchers provide key and relevant information related to the *rationale, significance, literature, purpose, and methods* for a literacy research study. We will also explore together various structures that might be used for organizing your research proposals such that they provide viable, clear, coherent, and compelling literacy research plans. **Due December 5, 2011 at 5pm via Blackboard.**

V. Administrative Course Requirements

- A. **Class attendance and participation:** Attendance is mandatory. Participation and attendance are essential to this course. The attendance policy for this class is in accordance with the University of South Carolina's attendance policy. Missing greater than 10% (4.5 hours) of the required 45 hours will result in failure of the course.
- B. **Email Communication:** Please check your university email regularly. Use the email system (*Messages* under the *Communication* tool in Blackboard to send emails to the instructor). The instructor will also use this feature to send emails to you. You may also use this tool to communicate with others.
- C. **Utilizing Blackboard:** Utilizing Blackboard is a required component of the course. If you are unfamiliar with this medium please refer to this website for assistance (<http://blackboard.sc.edu/>). All assignments will be submitted via Blackboard within the "Assignments" link on our course site.
- D. **Late Assignments:** Any work submitted after its due date will be considered late. Late assignments will be reduced by one-half letter grade for the first day, and a full grade each subsequent day. In the case of an extreme circumstance please notify the professor in advance to let her know your assignment will be late.
- E. **Academic Honesty:** University policy regarding academic responsibility (*Student Affairs Policy STAF 6.25*) states "It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline." Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course. More information regarding this policy can be found in the Carolina Community: USC Student Handbook and Policy Guide at: <http://www.sa.sc.edu/carolinacommunity/housing.htm#Academic%20Responsibility>
- F. **Policies relating to students with disabilities:** If you have a unique ability that relates to your

learning, please contact the professor to discuss any accommodations that can be made to help you fulfill course requirements. University policy indicates that in order to receive accommodations from the professor, students must have certified eligibility through the Office of Student Disability Services. Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations.

VI. Evaluation and Grading

Reading & Response Papers	30%
Methods Presentation	20%
Research Proposal	50%
93-100%=A 88-92%=B+ 85-87%=B 80-84%=C+ 77-79%=C 70-76%=D; below 70% = F	

VII. Course Topics

- ⇒ Major qualitative methods from ethnography to discourse analysis.
- ⇒ Critical analysis of key studies that apply qualitative methods to language and literacy learning.
- ⇒ Qualitative research with respect to issues of diversity and equity in language and literacy learning.
- ⇒ The application of qualitative methods to address issues of diversity and equity.
- ⇒ Research application of qualitative techniques to develop a literacy research study in accordance with students' own interests.
- ⇒ Methodology in studies grounded in qualitative perspectives and implications for students' own research.
- ⇒ Technological possibilities in the search for understanding of research and theory.

Course Schedule

Date	Topic	Readings
August 24	Introduction to Qualitative Research	Duke & Mallette, Chapter 1 & 15 On Blackboard <ul style="list-style-type: none"> • Deborah Dillon, "There and Back Again: Qualitative Research in Literacy Education." • Kathy Hinchman, "Why Qualitative Research Continues to Thrive: Jason and the Politics of Representation." • Peter Smagorinsky, "The Method Section as Conceptual Epicenter." • Constance Steinkuehler, Rebecca Black, and Katie Clinton, "Researching literacy as tool, place, and way of being." • Joe Tobin, "Strengthening the Use of Qualitative Research Methods for Studying Literacy."
August 31	Case Study	Duke & Mallette, Chapter 2 Catherine Compton-Lilly, <i>Reading Families</i>
September 7	Discourse Analysis	Duke & Mallette, Chapter 4 On Blackboard <ul style="list-style-type: none"> • Sarah Michaels, "Sharing Time." • Ernest Morrell, "Toward a Critical Pedagogy of Popular Culture"
September 14	Discourse Analysis	Jim Gee, <i>Introduction to Discourse Analysis</i> .
September 21	Critical Approaches Research Presentation	On Blackboard <ul style="list-style-type: none"> • Marjorie Siegel & Susana Fernandez, "Critical Approaches." • Heather Brookes, "Suit, Tie, and a Touch of Juju." • Nola Alloway & Pam Gilbert, "Boys Performing English." • Bronwyn Davies & Sara Saltmarsh, "Gender Economies." • Josephine Peyton Young, "Critical Literacy and Masculinities."
September	Ethnography	Duke & Mallette, Chapter 6

28	Part 1 of Research Proposal Due RESEARCH PRESENTATION	On Blackboard Hymes, <i>What is Ethnography?</i> <ul style="list-style-type: none"> • Florio-Ruane & McVee, "Ethnographic Approaches to Literacy Research." • Loukia Sarroub, "In-betweenness." • Leslie Bartlett, "To seem and to feel."
October 5	Ethnography RESEARCH PRESENTATION	Cynthia Lewis, <i>Literacy Practices as Social Acts</i>
October 12	Formative and Design Experiments Part 2 of Research Proposal Due RESEARCH PRESENTATION	Duke & Mallette, Chapter 7 On Blackboard <ul style="list-style-type: none"> • Robert Jimenez, "The strategic reading abilities and potential of five low-literacy Latina/o readers in middle school." • Susan Neumann, "Books make a difference." • David Reinking & Watkins, "A formative experiment investigating the use of multimedia book reviews to increase elementary students' independent reading."
October 19	Formative and Design Experiments (pt 2).	Reinking & Bradley, <i>On Formative and Design Experiments</i>
October 26	Historical Research	Norm Stahl & Doug Hartman, Chapter 9 On Blackboard <ul style="list-style-type: none"> • Brandt, • Johnson, "Ethics of Access." • King, "Collaborative Life History Narratives."
November 2	Meta-Analysis Part 3 of Research Proposal Due	Adriana Bus & Marinus van IJzendor, Chapter 11 On Blackboard <ul style="list-style-type: none"> • Bus & van IJzendor, "Phonological awareness and early reading." • Timothy Shanahan, "Research Synthesis."
November 9	Classroom Research	Nystrand and Gamoran, <i>Opening Dialogue</i>
November 16	Narrative Research Part 4 of Research Proposal Due	On Blackboard: <ul style="list-style-type: none"> • Donna Alvermann, "Narrative Approaches." • Mary Juzwik, "What rhetoric can contribute to an ethnopoetics of teaching." • David Poveda, "Shared Experiences and Narrative Positionings." • Betsy Rymes, "The Construction of Moral Agency in the Narratives of High School Drop Outs."
November 23	Thanksgiving Break	No formal class meeting.
November 30	Presentations	During the presentations, you will get feedback on all parts of your research proposal, including parts 5 & 6.