**LITERACY: EDUCATIONAL THEORY AND COMMUNITY PRACTICE**

Linda Flower BH 145H, 268-2863 lf54@andrew.cmu.edu

This course is an introduction to the interdisciplinary study of literacy—its history, theory, and problems. These include the tensions between academic and workplace literacy, the power struggle between elite and community literacies, and the competing theories of how people learn. The problem is that literacy is not just the skill to read and write but the ability to control diverse literate *practices* and operate within multiple *discourses*. We explore competing theories of what literacy *allows* you to do, how people *learn* it, and what schools should *teach*.

Then we will turn ideas into action in a hands-on, *community literacy* project, helping urban high school students use writing to take literate action for themselves. Our partners in the Pittsburgh Public and Fox Chapel Area Schools run creative programs that help their students negotiate hidden learning disabilities and make the transition from school to work or college. We will mentor a group of 11th grade students (here on campus) as they work through *Decision Makers* (a computer-based Carnegie Mellon learning project on writing and decision making). As a mentor, you will help your Scholar learn new strategies for writing, planning and decision-making as he or she creates a personal Decision Maker’s Journey Book. And you will develop your own skills in intercultural collaboration and inquiry. You can visit the Intercultural Inquiry website to see what other community literacy mentors learned in a collaborative inquiry with their with teenage partners and to preview Decision Makers (see URLs below).

Books:

Ellen Cushman, Eugene Kintgen, Barry Kroll, Mike Rose Eds. *Literacy:*  *A Critical Sourcebook*. Bedford. 2001. [On syllabus as L & as C since book is OP]

Linda Flower. *Community Literacy and the Rhetoric of Public Engagement. SIU* [CoLit]

Mike Rose. *Lives on the Boundary.* Penguin. 1989 [Lives]

*Recommended:*

Paulo Freire. *Pedagogy of the Oppressed*. Continuum. 1970

Elenore Long. *Community Literacy and the Rhetoric of Local Publics*. Parlor Press 2008

*A Responsive Rhetorical Art: Artistic Methods for … Public Life.* E-book

Jennifer Clifton. *Argument as Dialogue across Difference .* 2017 E-book Library

Other readings will be found on the Canvas [C], in handouts [HO], & on the web sites below[WEB]:

Intercultural Inquiry [ICIQ]

 <http://www.hss.cmu.edu/departments/english/research/inquiry>/

Visit Decision Makers for Overview at

<http://www.hss.cmu.edu/departments/english/research/inquiry/decisionmakers/index.html>

 Log on to Decision Makers to complete

 <http://www.hss.cmu.edu/departments/english/muffin/sos/index.php>

Visit Carnegie Mellon Community Think Tank [www.cmu.edu/thinktank](http://www.cmu.edu/thinktank)

**I. WHAT COUNTS AS LITERACY?**

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# M 12 Introduction

**W 15 Community Literacy**

**Read:** LindaFlower Ch 1 What is Community Literacy? [CoLit],

 Ch 2. Taking Literate Action. [CoLit]

 Christie Johnson, “Tina.“ Note.p 16-26. [C]

Background Reading: Peck *et al.* in Cushman p 572-588 [L]

For class: What *counts* as *literacy* in these different accounts? According to whom? I.e., how would you answer if you were: Mark p9, 14; Ira Shor p17; a “suit” or civic leader p11, 21; Public Sphere theorist-–taking either a “traditional-universalist” p31 OR a “deliberative democracy” p34 position; Shirley p47, 61; Guys at Shirley’s table p50; CLC leaders p16, 44, 54; CMU high achiever; Tina’s mentor Christie p16, 22; Tina p18; Tina’s teacher p17. Do these images of literacy fit any assumptions we noticed on the literacy quiz?

**M 20 Martin Luther King Day**

**W 22 Literacy Structures Thinking: The Great Leap Theories**

**Read.** Walter Ong, Writing…Restructures Thought, p19-31 [L]

David Olson, From Utterance to Text [C. Note: this 1977 article is not the chapter in *Literacy*]

 Geneva Smitherman, from Talkin’ and Testifyin’ [C]

Ong is the father of the “Great Leap” theory, which argues that moving (i.e., “the leap”) from orality to literacy made a new kind of thinking possible. And Olson takes this distinction even further, identifying abstract thinking about truth and the logical analysis of implications with a certain kind of elite literacy associated with academic, philosophical writing.

For class: The theoretical question: What is this “transformation of consciousness” Ong sees? Which kind(s) of “separation” has, for you, the most explanatory power, the greatest insight? The applied theory question: how would these views of literacy evaluate the differences between the academic discourse (of say Olson) and the community discourse (of Tina or Mark or Shirley)? Is Sweet Mac’s love rap oral or literate?

**M 27 Literacy is a Way of Representing Knowledge and Thought—Differently**

**Read:** Flower,Planning and Learning, p 67-79 [PSSW on C]

Jack Goody, What’s In a List? p 32-51 [L]

David Olson, Writing and the Mind, p 107-122, w focus on the intro and final implications [L]

Flower [CoLit] p49-53; 56-58. Learn how to “rival.” This will be a key strategy for our class discussions and inquiry.

Flower describes some of the multiple ways writers *represent* knowledge and perception. Goody shows how lists appeared to support distinctive new thinking capacities. (Although he was one of the “Great Leap”

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theorists, this essay makes a more specific claim.) And Olson (who, 18 years later, has tempered his claims about progress) argues that writing is

*not* modified speech, but a thinking tool that lets us represent and reflect on our knowledge differently. Each argument asserts that the important thing about literacy is the distinctive ways it lets you represent what you know. Read these studies of early literacy looking for the *outcomes* or *consequences* of different ways of representing knowledge.

The “representation hypothesis” (about the kind of work literacy does) poses a *rival* to the “great leap” theories. Compare these hypotheses by applying each to a specific case in your experience. For example, “leap” theories expect you to talk about (therefore to notice or create) “levels” of literacy. What would the concept of “representation” lead you to notice?

**W 29 Literacy as a Social Practice**

**Read**: Sylvia Scribner & Michael Cole “Practice of Literacy” [C]

 and “Unpackaging Literacy’ p 123-137 [L ]

Hull and Schultz “Literacy Out of School” 2nd half: p. 589-604 [C]

Recommended: Ann Gere, p. 275-289 [L]

 Scribner and Cole’s work posed a devastating rival to the Great Leap theories by documenting that it was not just writing per se, but something they called a “literate practice” that shaped the kind of thinking skills people developed. Why was this concept—and its notions of *skills*, *knowledge*, and *technology—*a game changer*?*  In class, *use* it to compare what is distinctive about the *practices* of Mr. San p593 and of Martha p599 (in Hull) with the practice of academic literacy as you know it.

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**M 3 Describing Multiple Literacies with Complex Concepts**

 **Read:**  Hull and Schultz, “Literacy Out of School.” 1st half p.575-589 [C]

Issue Tree excerpt [Methods folder: Test/Edit & Issue Tree C]

 *Working Partners* Newsletter [HO]

 Hull and Schultz review what they call some of the “conceptual advances” in thinking about literacy. Read their article to get a grasp of these 5 concepts:

|  |  |  |
| --- | --- | --- |
| Multiple literacies | Discourse | Critical literacy |
| Mediational tools | Literate practices |  |

We will use these ideas as “conceptual lenses” to describe a literate act more precisely by applying them to an actual instance, just as Hull and Schultz do. For your Discovery Memo (below), read carefully to identify 3-5 key features each concept draws your attention to. (Don’t be content with a fuzzy notion or you will be working with a blunt thinking tool.) Then look closely at the *Working Partners: Urban Youth Report,* which involved a collaborative writing process, a public dialogue, and a written text.[HO and on ICIQ website] What can you see in or say about this case when you use a given conceptual lens? What happens when you shift lenses?

 **Due:**  **A Draft of Discovery Memo #1:** OnApplying a Concept to a Case

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Use two of these *complex* concepts to take us beyond the obvious and explain some aspect of literacy evident in *Working Partners* either as a

document or in the project itself. For example, do you see any features of a ‘critical literacy’ operating in the work of the students (or the editors), or perhaps in the design of the Newsletter or the project itself? Remember that each of these concepts is the name given to *a number of specific, connected features.* See the “How to Explore a Complex Concept” on C (with Scribner) & the PAPERS section of the syllabus for details.

**W 5 Documenting Diverse Literate Practices**

 **Read:**  Shirley Brice Heath, Protean Shapes, p 443-466 [L]

 Elenore Long, CL and the Rhetoric of Local Publics [C]

Glenda Hull, Hearing Other Voices, p 660-683 [L]

 Preview: Methods Folder: Critical Incidents [C]

 Read Heath, Hull and Long’s accounts of literacy in communities and workplaces to *mine* *them for methods you could use* to document diversity in literate practice. Heath says we should start with the *literacy event* as the object or unit of analysis. Yet note how each section (At Home, Church & Work) uses a different set of techniques to analyze/categorize/describe her observations. So do some detective work.

As you read for methods, sketch your own short “how-to” guide noting different techniques that you could apply to analyze or interpret new data. For comparison, map out how Hull structures the analysis and argument that support her claims about workplace literacy? Note how Heath as a linguist and ethnographer, seems to switch from a particular style of descriptive listing to different kinds of text analysis, almost from page to page. How many techniques can you find? Then see how Long uses her own framework to analyze Heath. Which of these methods for documenting a literate practice might work for your project? Why?

**Due: Discovery Memo #1:**

Post/paste your Memo, *as a WORD file, not attachment*, on Canvas in the Discussion folder today. Bring a hard copy to class to hand in along with an issue tree that shows the systematic structure and precision of your analysis and comparison.

###### II. LEARNING TO BE LITERATE

# M 10 Entering a Discourse / Acquiring an Identity Kit

**Read**. James Gee p 525-544 [L]

David Bartholomae p 511-524 [L]

 “Inventing the university” is a complex concept: what exactly do you have to do? What were the most generative concepts in Gee for you?

**Due**: **Discovery Memo #2:**

Remember a time you felt like an outsider or struggled to enter a

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discourse? Can you recall any “small achievements” in this process that made you feel like you were making progress (even if no one else saw them as Achievements)? Now for your Memo, examine your own process of entering either the “literacy debate” (i.e., the academic discourse surrounding literacy) or another demanding discourse. How could you track or assess your progress toward being an insider or a contributor to this conversation? For this class, design a personal assessment that considers specific markers of achievement *such as*:

* Starting points, problems, or barriers you encountered
* Goals you are aiming for and criteria that tell you when you have met (or started to meet) those goals
* Steps-in-the-right-direction or small successes (e.g., you see a connection between two authors—either one that is directly stated or (more difficult) is implied)
* Milestones (e.g., you take a sequence of steps and reach a subgoal; or you rack up a series of small successes that shows your persistence; or pass a test you set for yourself, such as being able to predict the points that will be raised in an article or in class)
* Achievements only you can see
* Achievements others can see

We will compare notes by looking at the *kinds* of markers (steps, milestones, etc.) as well as *specific* markers you found meaningful for joining this conversation . Post your Memo, *as a WORD file, not attachment*, on Canvas inside the Discussion folder today and bring a copy to class to hand in.

## W 12 What is the Goal of Instruction: Transferring or Transforming Culture?

# Read: Paulo Freire. *Pedagogy,* Forward & Preface, Chapter 2 & Chapter 3

#  plus Examples of Codifications [C]

 Flower, Chap 5 Images of Empowerment [CoLit]

# Rec:: Freire p 616-628 [L]]

Preview: The Decision Makers Guide [C]

Both Bartholomae and Freire care about people who are newcomers to a discourse where there are real (though different) consequences if you fail to achieve a particular kind of literacy. But they disagree on what should be the top priority for literacy education. Is this difference primarily a response to their different political and social situations?

Freire claims: “All educational practice implies a theoretical stance on the educator’s part.” So what is Freire’s theory of literacy? What is your working theory of empowerment for yourself or as a mentor??

**Schedule Ahead** : Plan to meet with your CP partner outside of class, after the next class to discuss your Inquiry on “What Counts as Literacy, “due

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next week. Tape and review your session to discover/name something interesting about your writing, thinking, or collaborating.

1. **COMMUNITY LITERACY AND COLLABORATIVE INQUIRY**

**M 17 Who Am I? Different Ways to Support Problem Solving**

**Read:** FlowerChap 4, Who Am I? What Am I Doing Here? [CoLit]

 Long. Ch1.Tensions Early Uptake. *Responsive Rhetorical Art* [e-book ]

Collaborative Planning Process [ C Supporting Folder]]

 **(**Be ready to work as a Collaborative Planning Partner)

 Rec: Higgins et al. “Community Literacy” [C]

**Preview:** The Mentor’s Manual p1-5 & and ***Log On*** to H&SS Server before class. *Explore*Decision Makers on-line.

**Hold:** your CP session after this class & before the next: take notes.

For class discussion: based on your reading and own experience, what are some of the rival hypotheses people bring to working in different sorts of marginalized communities and to the role privileged partners can play? At the beginning of the term, what was your hypothesis about the role of literacy mentors? Is it the same now? Secondly, what would you predict distinguishes a “successful” Collaborative Planning (CP) Partner ?

# W 19 Learning to Mentor

Read: H.Carey, What is a Mentor? in “On Mentoring” section &

Two papers of your choice from “Agency and LD” on WEB

<http://www.hss.cmu.edu/departments/english/research/inquiry/two.html>

First, what was the most important thing you discovered about your own writing from your CP session? Next, what are 3 key things you propose we should take from these mentor’s texts for our Inquiry project?

**Meet:** The Coordinators and some Scholars from SOS and Fox Chapel

**Complete:** a *personal* copy of your own Starting Point Profile

**Due:** Write a 1 page “Let me introduce myself” style message for the

Scholars. Be as creative as you wish. Bring 2 copies to class( for each of our guests), **then email today** as an attachment for them to share. (Addresses on Day-by-Day schedule in Mentor’s Manual)

**M 24 Meet the Decision Maker Scholars**

 **Bring** your DM *Guide* to class . Be prepared 1) to ask about your Scholar’s workplace (or favorite activity if they do not work) and what they think they are good at there and 2) to give your Scholar a quick (but interesting) walk through the Steps we will take in Decision Makers (about 5 minutes).

**Review**: The *Guide to Decision Makers*.[HO] Create a folder or binder for your *DM* *Guide* and *Mentor’s* *Manuel* that you will bring to ALL the

mentoring sessions.YOU are responsible for the technical process (log in, saving etc.). and for knowing the day’s agenda. Status Report: Have you

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successfully logged on to the HSS Server?

**Start** your Mentoring Journal ( See Methods Folder: Inquiry Methods C)

**Due : Dialogue on “What Counts As Literacy?”**

**W 26**  **LAB Step 1 Profile**

**Read:** *Mentor’s Manual*, Step 1 Procedures

Think Tank Findings “Naming the LD Difference” &“Decision Making”[C/WEB]. How is Achievement represented in these dialogues with LD students?

Two more inquiries from “On Agency & LD “on ICIQ WEB

 [http://english.cmu.edu/research/inquiry/two.html](http://english.cmu.edu/research/inquiry/two.html%20)

As you read these and mentor, think about alternative ways you could

uncover and document agency and achievement.

 **Due:**  By the end of the week, post Mentoring Discovery Memo #1. What have you discovered, learned, been surprised by?

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**M 2** **Alternative Images of Achievement**

#####  Read: Learning Differently Packet [C] and Supplement on [C]

 Clifton. “Imagination and Public Life” MLA [C]

Methods: Critical Incidents [C]

 The posted Discovery Memos

 Let us use these stories of differences, struggles and successes, to begin an Inquiry into alternative forms of achievement. As you read, try to discover and document some critical incidents of *alternative* achievement as the person copes with a learning disability. Be sure to watch the Temple Grandin video. <https://vimeo.com/110171277>

**Plan Ahead:** Preview the Inquiry assignment (back of syllabus) & look ahead to Chapter 10 on designing a multi-voiced inquiry. Start now to prepare your proposal. Over break is a good time to collect critical

incidents about literate achievement and how people represent it from “out of school” informants. Be ready to give us a 30 second version of the intriguing literate practice on which you want to focus your inquiry.

**Due:** Read the mentoring discovery memos. What are we learning?

**W 4 LAB Step 2. Front Page**

 **Preview** what you do in Step 2 in *Mentor’s Manual* and *DM Guide &*

**Arrive** early to log on to both HSSComp server and DM (for Cover file)

 **Bring** both your *Manual*  and *Guide*  to cluster

**MW 9-11 SPRING BREAK .** Have a good one.

**M 16 Is It About Disability or Difference?**

**Read:**  Hull, Remediation as a Social Construct [C]

 Jurecic, Neuordiversity [C]

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Flower, Chap 10 “Intercultural Inquiry” [CoLit]

 Design and Test Your Multi-Voiced Inquiry [Methods Folder/C**]**

 William James said the real meaning of an idea lies in the outcome of that idea in action or the consequences of holding that notion. The concepts of disability and difference offer us radically different ways of representing LD to the public, to teachers, to students, to ourselves. But what does that difference in representation mean in terms of consequences? And how might Decision Makers work in the middle of these rival representations**?**

 **W 18 LAB 3 Step 3 Multi-media Introduction and Plan SBS**

 **Remember:** Preview; Log on early; Bring both**…** as before

 **M 23 Learning to Be Average**

 **Read:** Mike Rose Chap 2, 3 (4 optional), & 5. [Lives].

Who are the mentors in Mike Rose’s life? How did he build a network of support? And perhaps more to the point, how does he use them or their examples?

**W 25 Designing a Multi-Voiced Inquiry**

**Read**: Flower. Chap 7 The Search for Situated Knowledge. [CoLit]

# Methods: Problem Purpose Statements; Critical Incidents; Inquiry Methods [C]

# What is Situated Knowledge? When we started this discussion, what did achievement mean—to you? Prepare to present a critical incident revealing your own “situated knowledge” about achievement. Note how many distinct aspects of “situated knowledge” your critical incident is able to illustrate.

Our goal is to develop criteria for revealing interviews. For additional examples of critical incidents see the Talking across Difference Reports on the ICIQ site at:

<http://www.hss.cmu.edu/departments/english/research/inquiry/six.html>

 **Due:** A 2-page proposal for your final Multi-Voiced Inquiry Project.

Draft a Proposal Problem/Purpose Statement that 1) describes the problem or issue you wish to explore or the question you want to answer in developing this assessment (see Methods folder). Then 2) sketch a tentative hypothesis about *some representations of achievement* you think you may uncover. 3) Outline 3 or 4 steps, with dates, that you need to take. Finally, 4) speak to the “so what’ question: Why are these ideas significant? Why is this an inquiry you find worth doing? Plan on sharing your current hypotheses naming 2 or 3 features of the *literate practice* of achievement in your study, as well as any questions about adapting the guidelines in Chapter 10 to your project

**M 30 CLASSROOM Step 4. SBS: Decision—Looking Back**

# APRIL

# W 1 LAB Step 4 Cont. Write Decision—Looking Back

**Due:** Mentoring Discovery Memo #2. Post by Friday and reply by the day before the next class to at least one other person. What have you discovered, learned, been surprised by?

**M 6 Learning to Teach**

 **Read:** Mike Rose Chap 6, 7, 8 5. [Lives].

 What are the challenges Rose describes for teachers and mentors? What does “liberal education” mean when Rose does it?

**W 8 LAB Step 5 Decision—Looking Forward**

**M 13 Representation in Diagnosis**

**Read:**  Hugh Mehan, Beneath the Skin and Between the Ears: A Case Study in the Politics of Representation [C]

Remember the “representation” hypothesis? How would you lay out the key points or moves of Mehan’s argument? How many ways do “identities” get made in the events Mehan observed?

**W 15 Re-Representing LD**

 Read: R P. McDermott, The Acquisition of a Child by a Learning Disability. [C]

What changes if you replace the deficit theory focused on Adam with a new conceptual lens focused on way social settings define people? How would Freire’s demanding notion of dialogue in Chapter 3 restructure interactions? Now apply to *your literate practice* research. How would these concepts explain your practice of achievement?

**M 20** **Collaborative Planning Session on the Draft of your Inquiry**

 **Due:** a draft that includes (at least) a problem/purpose statement and some data. Be prepared to show how your inquiry and argument will unfold and at least 2 rivals you are considering.

 **Bring**: CP Questions for an Inquiry [HO, C in Methods folder]

**W 22 LAB Step 6 A Letter to Myself**

**M 27 First Set of Presentations and Scholars Presentation Day**

**Due: (1) Your Mentoring Reflection;**

**(2) A printed J Book for your Scholar &**

**(3) An e-version JBook mailed to me as single file.**

**W 29 Second Set of Presentations**

**MAY**

**M 4 Due: Final Inquiry in my office or English 245 mailbox at 5:00pm.**

# PAPERS

# #1. Discovery Memos

# A Discovery Memo is a brief (2 page) to-the-point memo designed to share insights with the class through Canvas and to let you prepare your contribution to class discussions by putting your ideas in writing.

Use a standard To/From/Subject/Date format. Remember, we don’t need a long summary of what you have read or observed. We want to know what you learned, discovered, found intriguing. Elaboration based on specific, telling details is critical. Spare us the fuzzy abstractions and sweeping generalities that “nobody could disagree with.” Develop a couple key points; make every word count. Discovery memos can receive a check plus, check, or check minus (2,4,6 points; late grades lowered). **12 points**

Criteria for evaluating your discovery memo:

* Explicitly stated insights
* Based on detailed, close observations
* Effective, interesting writing—no filler

**#2. What Counts as Literacy? A Dialogue with Different Perspectives** (25 points)

People disagree on the meaning of literacy. This is not merely about a definition, but about what features or abilities *matter in practice.* So treat this paper as an inquiry into an open question, as you shape your own perspective.

Invite at least 5 of our authors to the table to hold a conversation with you on what (from their perspective )***counts (or should count]***as literacy*.* That is, don’t ask for a definition but for what *matters* *and why*, from their particular theoretical or research point of view. (Do note how each writer also seems to be describing literacy from within a different *context*.) Then, as a way to get rival hypotheses about the question you will be facing in your final inquiry, ask (at least) any four writers to think with you on how they might *name (or conceptualize) and document the critical indicators of “ literate achievement”* in your case.

Envision this Dialogue as a dramatized intellectual conversation focused on the *significant options* these writers raise for someone trying to answer these questions. Give everyone at your table the chance to speak from their strength in their own voice and enter the dialogue in your own voice as a participant if you wish. But be sure that you also speak as an *interpreter* who repeatedly steps back to explain what this dialogue just revealed. Keep focused on what you see as the significant options, discussing them in enough depth to really explore their meaning and rivals. The goal of the assignment is to let you construct an intellectual scaffold for your own inquiry into literacy—one that does justice to the ideas of your guests and to your own purpose in holding the conversation with them**.**

**8 pages (**1.5 spaced) **25 points**

Criteria for evaluating your dialogue

Use these criteria to test your text and support your collaborative partner. Meet when you have a plan and tape the session .

* Did you maintain a real dialogue between people on a significant issue? Did you let them go into any depth with each other?
* Were you able to use the language and claims of your participants in precise ways that did justice to the complexity of their thought (rather than just expressing their “drift”)?
* Did you bravely entertain real rivals to a position (not just throwaway lines, but ones the first person would have given serious thought to)?
* Did the dialogue on each issue “add up”? Did you as a writer use it to articulate a new level of understanding of that issue?

**#3. A Multi-Voiced Inquiry into Literacy**

Create a multi-voiced inquiry on some aspect of literate action, representation, and/or *literate* achievement. Use the guidelines in Chapter 10 [CoLit ] to design your inquiry to include multiple perspectives and at least 3 kinds of data.

Your Inquiry needs to do three things:

1. Start by explicitly defining the ***literate practice*** you want to investigate. Then ask: what are some markers of achievement in this literate practice? What is your current working hypothesis? These markers are likely to be different for a novice or an expert. Or perhaps people will represent what was successful about a literate action to themselves in a way that differs from what others expect (e.g., think of teachers and students). So, use the methods of collaborative, intercultural inquiry to discover and “name” (in Freire’s sense) some revealing aspects of this ***literate action*** or ***literate practice*** and how people carry it out.
2. Now you are ready to conduct a multi-voiced inquiry that uses academic discourse (including concepts and conceptual lenses we have studied in the course) *as well as* the language and situated knowledge of real people, to discover what you didn’t know.
3. In your paper, identify the problem or open question that motivates your inquiry. And persuade readers to see what you see by combining analysis, narrative, description and by drawing on multiple kinds of literacy.

Please add the following appendices to your text:

* A Note on Method in which you explain how you conducted your inquiry.
* Permissions: Remember, if you use the work of any student, you must submit a completed, formal permission slip. And you must use pseudonyms in your text and make sure the identity of the student is protected.
* If you want your piece to be considered for publication on the Intercultural Inquiry Website, please submit your own written permission with the text.

Criteria for evaluating your Inquiry

* A clear focus on a well articulated problem or issue (and a problem/purpose statement)
* A strong rival hypothesis stance—a spirit of inquiry into an open question
* A strong example of rivaling that seeks out multiple perspectives and uses difference to develop a new understanding
* A clearly documented use of multiple methods for conducting your inquiry
* A substantive use of the conceptual tools from literacy research & theory
* A rhetorically effective presentation that speaks to the readers’ intellect, imagination, and desire to put your insights to use.

**10 pages (**1.5 spaced) **30 points**

# #4. A Mentoring Reflection (10 points)

Keep an observation/reflection Journal on mentoring which combines observation, analysis and connections to your own learning. The Journal you hand in should include a) the two dated Discovery Memos, b) a Reply to other Mentors’ memos and c) a final 2-page Final Reflection Discovery Memo commenting on the most significant things you have learned, thought about, or see as changes in your thinking. At the end of the term, please hand in all 5 documents together (2 Memos, Your Response, and Reflection) as a hard copy or post it as a *single WORD file* (not a set of attachments) on C. 10 points

**SOME NOTES ON WHAT TO EXPECT**

**What Does a Seminar mean?**

* You are a necessary part of every class, not a spectator.
* “Being there” is not enough. You are expected to have done the day’s reading, note taking, and thinking before class.
* “Being willing to talk” is also not enough. You should come *prepared* to contribute to the issue on the table: come with notes that include your answer to the question of the day, an observation, or a question.

**Expectations of a Mentor**

Joining this course as a mentor means taking on a responsibility to another person—something that goes beyond being a student and meeting course requirements. Because a young person will be depending on you, you are expected to 1) be there for **all** of the scheduled mentoring sessions, 2) prepare before the session (do reading, organize materials etc.) and 3) be an active, caring Supporter, even on those inevitable cloudy days. Of course the flip side of expectations is the joy of making a difference.

**Absence and Late Papers**

You are allowed 2 unexcused absences. Because we often work with assigned writing in class on the day it is due, no late papers will be accepted for full credit (unless you have made arrangements ahead of time). For excused absences, please contact me ahead of the class to make arrangements for making up your contribution to the class and what you missed.

**Grading**

Because of the collaborative nature of this course a grade of C or above requires that you come *prepared* to participate in/contribute to all classes and meet the deadlines for handing in and posting all written work. “B” work meets all the requirements with excellence. “A” work does something outstanding.

**Academic Integrity and Well Being**

Teamwork is plays a major role here and in many professional relations. So it is especially important to be up to date on the university’s policy on plagiarism, on <https://www.cmu.edu/policies/student-and-student-life/academic-integrity.html> Please read the course policy statements regarding disability, well-being, and integrity on Canvas.

Resources like the GCC can be valuable: make sure you acknowledge assistance on any work that will be graded.