



Dean of the Graduate School

250 University Hall
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February 9, 2007

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W. Randy Smith
Vice Chair, Council on Academic Affairs
Vice Provost for Curriculum and Institutional Relations
203 Bricker Hall
190 North Oval Mall
Campus

Dear Randy:

The Council on Research and Graduate Studies approved the following proposals during its meeting on February 7, 2007. Attached please find a copy of the proposals as well as my correspondence with the proposing programs that may assist the Council on Academic Affairs during its review.

- Proposal for a Graduate Interdisciplinary Specialization in Literacy Studies
- Proposal to update curriculum for the M.A. in Slavic and East European Studies

Please let me know if you have questions or if you require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Elliot", with a long, sweeping flourish extending to the right.

Elliot E. Slotnick
Associate Dean

Enclosures

c: Dena Meyers



Department of English

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August 24, 2006

SEP 1 2006

Dr. Elliot Slotnick
Graduate School
247 University Hall
230 N. Oval Mall
Columbus, OH 43210

OFFICE OF ACADEMIC AFFAIRS

Dear Dean Slotnick:

Attached you'll find the complete materials in support of the proposed Graduate Interdisciplinary Specialization in Literacy Studies. The packet includes a revised proposal; letters of support from the deans of the College of Humanities, College of Education and Human Ecology; letters of concurrence from units offering courses in the GIS, and letters of support from graduate students.

All units with courses listed in the GIS were forwarded copies of the proposed GIS in mid-July. Units not responding by early August were sent a second request. As to date, three units (Comparative Studies, Near Eastern Languages and Literatures, and Geography) have not forwarded responses. Together, this leaves only four elective courses without explicit concurrence (one of the courses has concurrence in its cross-listing).

As the letters included indicate, the proposed GIS has met with broad, strong, and enthusiastic support from across the University. We present the revised proposal to the Graduate School for its review, confident that the proposed Graduate Interdisciplinary Specialization in Literacy Studies will provide an excellent opportunity for Ohio State's graduate students and also attract attention nationally and perhaps internationally.

Sincerely,

A handwritten signature in cursive script, appearing to read "K. Halasek", followed by a horizontal line.

Kay Halasek
Vice Chair for Rhetoric, Composition, and Literacy Studies
Associate Professor
Department of English

Proposal for a
Graduate Interdisciplinary Specialization
in Literacy Studies

Submitted by

Professor Harvey J. Graff
Department of English

Professor Marcia Farr
School of Teaching and Learning

Approved by the Council on Research and Graduate Studies
February 7, 2007

Designation of the Specialization: Interdisciplinary Specialization in Literacy Studies

While The Ohio State University has always been an intellectual leader in literacy studies, it has recently emerged as one of *the most* prominent universities at which a large number of scholars actively interrogate the nature of literacy from a variety of disciplinary perspectives, and examine literacy's relationship to the many challenges that our society faces (see Figure 1). However, how those scholars study literacy depends, in no small part, on the disciplinary framework within which they define literacy. This diversity of approaches to literacy has given rise to a new awareness of the complexity of understanding and making meaning in diverse media and cultural contexts. Some commentators go so far as to deem this a "crisis." By providing an opportunity for graduate students to work with scholars from across the disciplines, the proposed Graduate Interdisciplinary Specialization (GIS) in Literacy Studies will prepare our students to pursue literacy-related research that will bring insight informed by multiple disciplines to bear on challenges in a variety of cultural settings. Pursuit of this GIS will complement, ground, and extend graduate students' concentration in any discipline.

Brief description of its purpose, including anticipated benefits for participation:

Literacy, it has long been said, underlies and is part and parcel of modern society and civilization. Although that simple generalization has long influenced thinking, policy-making, and school building, literacy is no longer seen to be so powerful. Reading and writing, along with other literacies, are now most often seen as cultural practices whose forms, functions, and influences take their shape and play their influence as part of larger contexts: social, cultural, political, economic, historical, material and ideological. The complexities of literacy as used by people in their daily lives take on greater importance as approaches, theories, and research focus more closely on the uses, abuses, and meanings of distinct literacies. The major topics now opened to debate include the "great debates" over literacy (orality v. literacy, writing v. print, illiteracy v. literacy/development/civilization/culture/progress); individual and social foundations of literacy; literacy and cognition; literacy, schools, and families; multiple literacies, literacy and social action, uses and meanings of literacy.

The term "literacy" is now used across disciplines and fields (computer literacy, mathematical literacy, scientific literacy, etc.) with somewhat varying meanings, leaving traditional literacy (reading and writing) with the more restricted term "verbal literacy." Scholars of literacy *per se* (i.e., the learning and use of writing systems) have struggled in recent decades to define precisely what it is. Ethnographic and historical research has effectively countered the claims of earlier scholars that the use of written language in itself causes individual cognitive and societal transformations. Since the uses of written language vary greatly from context to context, literacy cannot be reduced to one definition, nor one effect on people or societies.

Even with (verbal) literacy, meanings and uses range widely across cultures, societies, and historical periods, defying easy categorization. With the current extension of the term beyond written language, this task becomes even more difficult. With some uses of the term, e.g., with

mathematical literacy, one could argue that, even though this does not involve human language, it does involve a written symbol system. With other uses, however, neither human language nor written symbols are involved, and yet serious intellectuals are discussing visual literacy, information literacy, etc. What these uses seem to have in common are a focus on learned competence in a particular context. Yet there is much that we do not know about contemporary uses of various kinds of literacy by different populations. The Interdisciplinary Graduate Specialization in Literacy Studies intends to involve graduate students from a wide range of colleges and departments at OSU in the pursuit of this knowledge. The Literacy Studies Working Group at OSU is promoting campus-wide participation in understanding what these different uses of literacy are and what they mean to participants and to the broader society, and the graduate specialization is one important way to achieve this goal.

This proposal for a GIS in Literacy Studies responds to the conjuncture of a number of intellectual and educational currents and their attendant pressures on universities such as OSU. In order to address those factors effectively, the proposed GIS is broadly interdisciplinary, drawing from and seeking to contribute to the disciplines of the humanities (history, linguistics, literary studies, languages, comparative studies), the social sciences (sociology, anthropology, economics, psychology including human development and cognitive studies), the arts, communication, and education most directly, but also from human ecology, biological sciences and biomedical sciences (perception, consciousness, neuroscience).

Literacy Studies @ OSU

Prominent among the recent developments informing this GIS proposal are

- OSU university-wide interest and support of literacy studies and literacy promotion, strengthened by President's and Provost's emphasis in expanding interdisciplinary research and teaching, on the one hand, and the current review of OSU's general education program, on the other hand. The GIS's core courses are foundational and exemplary.
- The emerging sense in the review and revision of general education programs at OSU and across the United States *is* that literacy and literacy studies are broadly and centrally important conceptually and practically, in programmatic goals and orientations, and in specific course requirements. Courses that probe literacy and literacies will serve as a step toward infusing literacy into the general curriculum. They constitute a new area and new approach for OSU.
- Rising interest across OSU in interdisciplinary studies of literacy is an important part of this developing synthesis, embracing the expansion of faculty with teaching and research expertise/interests in literacy, including the history of literacy, across several different colleges, and, increasing student interest at both graduate and undergraduate levels in literacy studies from both intellectual and professional concerns.
- Specifically, this is reflected in the renaming of the Department of English's highly-ranked programs in Rhetoric and Composition to Rhetoric, Composition, and Literacy, and the

College of Education and Human Ecology's strong additions to its faculty in Language, Literacy, and Culture in the School of Teaching and Learning.

- The proposed GIS builds on long-standing interests, activities, expertise, and strengths, in the College of Education and the Department of English. This includes on-campus curricular and extracurricular work and off-campus Outreach. For the College of Humanities, it includes the Center for the Study and Teaching of Writing and the Writing Center; for the College of Education and Human Ecology, reading research and instruction, the Reading Recovery Program, the Children's Literature Program, the Columbus Writing Project, and the Martha King Center on Language and Literacies.
- The GIS in Literacy Studies grows from recent investment in literacy studies at OSU, in particular the establishment of the position and the appointment of the first Ohio Eminent Scholar in Literacy Studies in the Department of English. Beginning in fall 2004, this led to the development of a cross-campus literacy initiative "Literacy Studies @ OSU" organized by the newly appointed Ohio Eminent Scholar. A Literacy Studies Working Group based in the Institute for Collaborative Research and Public Humanities is tapping with great success widely felt interests and concerns. The Literacy Studies group has developed a variety of activities and programs that are complementary to the proposed Graduate Interdisciplinary Specialization in Literacy Studies (see below).
- In addition, further research and professional development opportunities in literacy studies will also benefit and enhance OSU's already important outreach activities, for example, partnerships with the Columbus and surrounding areas public schools, recent immigrants, and other groups and institutions. On-campus and off-campus Outreach programs provide valuable sites for research and teaching by students, faculty, and staff.
- Faculty in the College of Education have proposed an undergraduate minor in Literacy and Social Action

In sum, the GIS in Literacy Studies responds to widespread concerns of parents, educators, researchers, legislators, and employers about literacy today, just as it develops from the literacy studies initiative at OSU. The proposed program assists in bringing to a wide range of graduate students an infusion of literacy studies content and direction that is becoming part of the broader conversation about the future of research, instruction, and outreach at OSU. It is constructed with a goal of attracting a population of diverse students from various curricular areas.

Principal Objectives

More specifically, the GIS in Literacy Studies principal objectives include:

- Understanding literacy in its specific historical, social, cultural, political, and economic contexts
- Comprehending the uses, abuses, complexity, and contradictions of literacy as a social practice
- Exploring literacy's place in cognition and communication

- Developing critical approaches to common assumptions about the importance, power, and centrality of literacy
- Practicing the application of that critical perspective
- Evaluation, critiquing, and redeveloping communication and understanding across different literacies
- Exploring and evaluating both traditional—reading and writing—and multiple, “new” literacies
- Distinguishing and evaluating the literacies of academic disciplines for their commonalities and differences
- Studying *acquisition, uses, practice, and consequences of* literacy and literacies across age, gender, race, class, ethnicity, geography, media

With respect to program, faculty, and student benefits, the interdisciplinary foundations and connections are transparent. Program development in literacy studies will quickly bring national and perhaps international attention and distinction to OSU. As a cutting-edge interdisciplinary program, it may appeal to the interests of such major foundations as Carnegie, Spencer, Sloan, Mellon, and Rockefeller and federal agencies (NEH, NIE, NFS, NIMH, and NIH).

The interdisciplinary approach itself is integral to the educational and research experiences of all graduate students seeking to understand literacy studies. By encountering different methods of inquiry and the epistemologies that inform them, students will be better prepared to engage the questions they pose in their own research. For students of history, for example, a deeper grounding in the cultural embeddedness of how literacy is valued and how it is practiced stimulates new understanding. Similarly, a student in the health sciences gains immeasurably from an appreciation of political and cultural conflicts over literacy and literacies.

Administrative arrangements

The GIS in Literacy Studies will be administered by faculty in Rhetoric, Composition, and Literacy in the Department of English, College of Humanities. At any time, there will be two coordinators. The founding coordinators will be Harvey J. Graff, Ohio Eminent Scholar in Literacy Studies and Professor of English and History, and Marcia Farr, Professor of Education and English.

Advisers: the two coordinators will be joined by two other faculty, drawn from and rotating through the departments and programs that contribute courses to the program, to constitute a team of four faculty who will advise students and together constitute an Advisory/Supervisory Committee. They will serve two year, staggered terms. Their areas of expertise will reflect the clusters of OSU strengths in literacy studies and facilitate students’ development of their GIS programs.

Plans to enroll students and prospective enrollment/
Targeted Student Populations

Graduate students prospective enrollment: after start-up in Autumn, 2007: each cohort 10-15 students. The program will be advertised widely across campus including but not limited to the departments and disciplines that contribute to the interdisciplinary specialization. We will plan informational meetings and receptions. Given the widespread concerns about literacy and literacies today in the professions and in most academic disciplines, we expect to tap the interests and speak to the needs of many students from diverse major areas of study.

Expressions of interest in GIS in Literacy Studies include:

- Active, cross-campus interest and participation of faculty and graduate students in Literacy Studies Working Group
- Interest across campus in literacy studies comes from a variety of indicators including interest expressed to key departments, chairs and graduate chairs, deans, Graff, and others involved in the development of Literacy Studies @ OSU and the Literacy Studies Working Group
- Colleges include College of Art, College of Biological Sciences, College of Dentistry, College of Education and Human Ecology, College of Engineering, College of Food, Agricultural, and Environmental Sciences, College of Humanities, College of Mathematical & Physical Sciences, College of Medicine, College of Social & Behavioral Sciences, College of Veterinary Medicine.
- Departments and programs include Art and Art Education; Anthropology; Biology and Biosciences; Comparative Studies; English Education; English Literature, and Rhetoric, Composition, and Literacy, Creative Writing; Folklore; History; Public Health, Language and Literature departments including Greek and Latin, Slavic Studies/Eastern European, Spanish, Law and Education Policy and Leadership; Linguistics; Nursing; policy and public aspects of sciences and social sciences, Political Science; Public Policy and Management; Teaching and Learning, TESOL, Foreign and Second Language Education; Women's Studies
- Outreach and extension divisions and offices
- Major hirings of scholars in literacy studies and literacy-related areas, for example, in Department of English and College of Education (Mollie Blackburn, David Bloome, Caroline Clark, Marcia Farr, Harvey J. Graff, Barbara Kiefer, Leslie Moore, Cindy Selfe, and others) as well as more general faculty and student interest
- Healthy enrolments in courses on literacy and related areas especially in Education and English
- In the Department of English, the Rhetoric and Composition section has renamed itself as Rhetoric, Composition, and Literacy
- New courses in literacy studies especially in English and Education (especially in the School of Teaching and Learning, group in Literacy, Language, and Culture. For example, in English 750 Introduction to Graduate Study in Literacy, English 884 Literacy Past and Present. In Spring 2005 English 883 drew doctoral students from English, History, and Education

- Beginning in Autumn, 2005, a faculty and graduate student History of the Book Group reading and discussion group with participants from across the humanities has been meeting monthly
- A university-wide graduate student interdisciplinary seminar in literacy studies began in Fall 2005 and meets monthly, with a total attendance of 130 students from Art; Comparative Studies; English, Rhetoric-Composition-Literacy, Folklore, Creative Writing; College of Education, Teaching & Learning, English Education, TESOL, Foreign and Second Language Education; Greek and Latin; History; Law and Education Policy and Leadership; Linguistics; Nursing, Political Science; Public Policy and Management, Slavic Studies/Eastern European Languages and Literature, and Women's Studies. More than ten colleges are represented so far.

Testimonials from students

Letters of support from the participating deans: College of Humanities; Colleges of the Arts and Sciences; College of Education and Human Ecology

Concurrences from departments regarding courses

The GIS in Literacy Studies derives from, and develops in relationship to the interdisciplinary and university-wide Literacy Studies Working Group and the Literacy Studies @ OSU initiative that began in Autumn 2004. (The LSWG is supported by the Institute for Collaborative Research and Public Humanities, the Arts and Science Colleges, the College of Humanities, and the Department of English). The GIS is enriched by its relationships to these programs, opportunities for students are enhanced. This includes:

- OSU investment in literacy studies in general and the Literacy Studies Working Group in particular
- Literacy Studies as a university-wide initiative including the creation of a University Council on Literacy Studies
- LSWG's ongoing series of panel discussions, distinguished visiting speakers, Ohio Researchers series, etc. directly benefits graduate students
- The LSWG's launch in 2005 of a campus-wide graduate student interdisciplinary seminar in literacy studies
- LSWG sponsors several reading groups, one in the History of the Book, that are open to graduate student participation
- The LSWG provides a foundation and a location for faculty, staff, and student interests and connections relating to literacy studies
- Program development will continue to link and explore the interrelations of the GIS in Literacy Studies and the LSWG

The Literacy Studies Working Group “executive” will serve as Development/Advisory Committee for GIS in Literacy Studies

Harvey J. Graff	English & History	graff.40@osu.edu
Steve Acker	TELR & Communication/Journalism	acker.1@osu.edu
Terry Barrett	College of Art	barrett.8@osu.edu
Mollie Blackburn	Education	blackburn.99@osu.edu
Marcia Farr	Education & English	farr.18@osu.edu
Anne Fields	Library	fields.179@osu.edu
Henry Fields	Dental College & prof. schls liaison	fields.31@osu.edu
Susan Fisher	Biology	fisher.14@osu.edu
Carolina Gill	Industrial, Interior, and Visual Communication Design	gill.175@osu.edu
Kay Halasek	English	halasek.1@osu.edu
Cindy Selfe	English	selfe.2@osu.edu
Kay Bea Jones	Architecture	jones.76@osu.edu
Alan Kalish	Teaching & Learning Center	kalish.3@osu.edu
Beverly Moss	English & CSTW	moss.1@osu.edu
Amy Pope-Harman	College of Medicine	harman-1@medctr.osu.edu
Amy Shuman	English & Folklore	shuman.1@osu.edu
Lewis Ulman	English & College of Humanities	ulman.1@osu.edu
Mindy Wright	Director, Writing Workshop	wright.7@osu.edu
Edward Adelson	Executive Associate Dean, Colleges of the Arts and Sciences	adelson.3@osu.edu
Randy Smith	Vice Provost for Academic Affairs	smith.70@osu.edu
Chris Zacher	Institute for Collaborative Research and Public Humanities	zacher.1@osu.edu

Discipline Advisors (almost all are confirmed)

Faculty/Departments/Colleges

African and African American Studies/*
Anthropology/Amy Zaharlick*
Architecture/Kay Bea Jones
Art Education/Art/Terry Barrett*
Biology & Sciences/Susan Fisher
Classics/*
Communication/Journalism/Steve Acker*
Comparative Studies/Margaret Mills*
Computer Science & Engineering/Blaine Lilly*
Dance/Sheila Marion*
Design/Art/Carolina Gill*
Education/Marcia Farr, Mollie Blackburn, Carolyn Clark*
Engineering/Blaine Lilly
English/History/Humanities/Harvey J. Graff*

English/Beverly Moss, Amy Shuman, Lewis Ulman*
Geography/Marie Cieri*
History/Harvey J. Graff*
Linguistics/*
Medieval & Renaissance Studies/Richard Green*
Near Eastern LL/Fritz Graf, Margaret Mills*
Philosophy/*
Psychology/*
Speech and Hearing Science/*
Women's Studies/*
Professional Schools/Dental/Henry Fields
Professional Schools/Law/Charles Wilson
Professional Schools/Medicine/Amy Pope Harman, Doug Post
Professional Schools//Nursing/Barbara Jones Warren
Professional Schools/Optomety/Levelle Bristow-Jenkins
Professional Schools/Pharmacy/Ken Hale
Professional Schools/Vet Med/Jennifer Brandt
*elective courses

Contact person: Harvey J. Graff, Ohio Eminent Scholar in Literacy Studies, and Professor of English and History, Denney Hall 546, 164 W. 17th Street, graфф.40@osu.edu; 292-5838

Co-coordinator: Marcia Farr, Professor of Education and English, School of Teaching and Learning, College of Education, 216A, Ramseyer Hall farr.18@osu.edu, 292 0095

Interdisciplinary Graduate Specialization in Literacy Studies

Requirements

Hours: 21-23

Core at least 13-15 hours in 3 courses. *Core courses to be listed as ASC xxx as well as department*

I. Required Core Courses, two courses (10 hours):

Required Core Courses ground students in the foundations of more traditional and newer literacy studies. Modeled on new graduate courses introduced by Harvey Graff—ENG 750 Introduction to Graduate Study of Literacy and ENG/HIS 884 Literacy Past and Present—revised by Harvey Graff and Marcia Farr. These courses will provide students with the foundations of more traditional and newer literacy studies, including their central questions, theories, approaches, methods, and knowledge bases. They will consider alphabetic and language-based reading and writing as well as other literacies such as numerical, science, visual, and spatial, in their social and cultural contexts, among many literacies stated today.

ENG 750 Introduction to Graduate Studies in Literacy 5
ENG/HIS 884 Literacy Past and Present 5

II. Elective Core Courses, at least one course (3-5)

Elective Core Courses provide in depth, critical, and interdisciplinary perspectives on particularly important forms of literacy and literacies. They provide fundamental grounding and entry into areas of possible concentration. Some are areas of long-standing interest; some are newer concerns.

The GIS builds on present areas of curricular strength and promotes their expansion by sponsoring four new interdisciplinary graduate seminars. By providing funding in the form of stipends or summer teaching for faculty committed to develop courses in these and related areas, the GIS will foster significant curricular development. The new courses will join several other courses as Elective Core Courses. They focus on interdisciplinary perspectives on particular forms, practices, uses, and impacts of literacy in areas of great interest. New courses in Digital Media Studies—such as DMS/ENG 7xx Introduction to Graduate Studies in Digital Media or DMS/ENG 8xx Seminar on Digital Media Studies—exemplify what needs to be developed in other areas that include, for example, visual, design, science and technology, health or medical, and spatial literacies.

NELC/COMP STS 648 Studies in Orality and Literacy 5
DMS/ENG 7xx Introduction to Graduate Studies in Digital Media 5
DMS/ENG 8xx Seminar on Digital Media Studies 5
ENG 883 Studies in Literacy 5
T&L 803 Language and Society 3
T&L 804 Trends and Issues in Language, Literacy, and Culture 3 *recommended*

for MA students

T&L 901 Changing Perspectives in Language, Literacy, and Culture 3

T&L 906 Language Learning Across Cultures 3

New Elective Core Courses—likely 7xx—commissioned for development with funds from the Graduate School for interdisciplinary program development

(We list faculty invited to participate in relevant curricular development

These courses are likely to be listed by either or both department or ASC

Visual Literacies—under development by Terry Barrett, Art Education & Carolina Gill, Design/Art with support of Graduate School funding [A. Hamilton, Art; M. Mercil, Art; S. Pentak, Art]

Literacy in and of the Sciences—under development by Susan Fisher, Entomology with support of Graduate School funding [S. Rissing, Biology; B. Lilly, Engineering; C. Gill, Design/Art]

The Literacies of Health and Medicine— under development by Henry Fields, Dentistry & Doug Post, Medicine with support of Graduate School funding [Amy Pope-Harman, Medicine; also Public Health, Nursing]

The Literacies of Space and Place—pending development by Marie Cieri, Geography & Kay Bea Jones, Architecture [M. O’Kelly, Geography; R. Smith, Geography]

Literacy in and of Communication and Media —pending future action: S. Acker, TeleR and Communication; L. Ulman, English

IV. Electives 8-10 hours in 2-3 additional courses (depending on credit hours per course)

Note: for Special Topics courses, students will consult instructors as well as their advisors

For their overall program, students must select courses from at least two different curricular/disciplinary areas. If they elect to concentrate in a particular area (see below), students will choose electives from the same or complementary disciplinary areas, with the advice of their advisor. Additional core courses may be taken but will not count toward the core requirements.

Clusters and Concentration; the role of advising in relationship to student interests

Students will design their programs in consultation with their advisers. Although there are a variety of paths through the GIS in Literacy Studies, OSU’s strengths in Literacy Studies range widely and include the areas of reading, writing; language, discourse, linguistics; history; visual studies and design; the sciences; health and medicine; technology; teaching/learning; communication; cultural studies; and space/geography. A list of major clusters for concentration appears below. Students are advised to pursue connections between and among these areas. Clustering course selection provides an opportunity to focus on a particular area and to use the GIS to complement or balance major areas of study.

Clusters for concentration

- **Reading**
- **Writing & Digital**
- **Language and Culture**
- **Social, Cultural, and Historical Studies**
- **Science, Technology, Health and Medicine**
- **Visual, Spatial, Arts and Performance**

ELECTIVE COURSES

Note: for Special Topics courses, students will consult instructors as well as their advisor

Courses by concentration areas

READING

COMP STD 585.01 Topics in Literacy Studies (cross-listed English) G 5
COMP STD 648 Studies in Orality and Literacy G 5 Prereq: permission instructor
T&L 656 Literature for Adolescents G 3
T&L 668 Reading Foundations G3
T&L 722 Literature Across the Curriculum G 3
T&L 806 Curriculum Evaluation K-12 Reading Programs G 3
T&L 843 Middle Childhood Literature G 3
T&L 853 Critical Reading in the Content Areas G 3
T&L 854 Reading in the Social Setting G 3
T&L 864 Multicultural Literature G 3 Prereq T&L 817 or equiv.
T&L 923 Theory and Adolescent Literature G 3
T&L 925.45 Reading and Writing Across Languages G 3 Prereq: instructor
ENG 883 Studies in Literacy 5
ENG 884 Literacy Past and Present (cross-listed in History) 5
ENG 585.01 Topics in Literacy Studies (cross-listed Comparative Studies) 5
ENG 585.02 Literacy Past and Present (cross-listed History) 5
ENG 750 Introduction to Graduate Studies in Literacy 5
ENG 884 Literacy Past and Present 5
GEOG 652 Social Geography and Its Representation 5
HIST 585 Literacy Past and Present (cross-listed in English) 5
HIST 884 Literacy Past and Present (cross-listed in English) 5
NELU 648 Studies in Orality and Literacy U G 5 Prereq: Permission instructor

WRITING including DIGITAL

COMP STD 585.01 Topics in Literacy Studies (cross-listed English) 5
COMP STD 648 Studies in Orality and Literacy 5 Prereq: permission instructor
DANCE 820 Labanotation I 4
DANCE 821 Labanotation II 4
DANCE 822 Labanotation III 4
DANCE 823 Labanotation IV 4 Prereq: instructor
T&L 840 Writing in the Elementary School G 3
T&L 841 Poetry for Children G 3
T&L 913 Research and Theory in Written Composition 3
T&L 925.45 Reading and Writing Across Languages G 3 Prereq: permission of instructor
DMS/ENG 7xx Introduction to Graduate Studies in Digital Media 5
DMS/ENG 8xx Seminar on Digital Media Studies 5
ENG 567 Rhetoric and Community Service: A Writing Seminar U 5
ENG 574 History and Theories of Writing 5
ENG 585.01 Topics in Literacy Studies (cross-listed Comparative Studies) 5
ENG 585.02 Literacy Past and Present (cross-listed History) 5
ENG 750 Introduction to Graduate Studies in Literacy 5
ENG 880 Seminar in Composition G 5
ENG 883 Studies in Literacy 5
ENG 884 Literacy Past and Present (cross-listed in History) 5
GEOG 652 Social Geography and Its Representation 5
HIST 585 Literacy Past and Present (cross-listed in English) 5
HIST 883 Literacy Past and Present (cross-listed in English) 5
MRS 610 Manuscript Studies 5
NELU 648 Studies in Orality and Literacy UG 5 Prereq: Permission instructor
WOM STDS 540 Studies in Women of Color Writing Culture UG 5 Prereq: 10 hours wom stds or permission of instructor

LANGUAGE AND CULTURE

AAAS 605^ An Introduction to African-American English G 5 Prereq: instructor
ANTH 630 Language and Culture in Education U G 5
ANTH 703 Culture and Language 5 Prereq: Ant 675 or Ling 601 or equiv & permission instructor
PAES 722 Communication Skills for Children with Moderate to Intensive Needs
T&L 665 Applied Linguistics G 3
T&L 741 Teacher Decision-Making in Language, Literacy, and Culture: Issues Related to Diversity G 3
T&L 754 American Sign Language U G 3 Prereq: permission instructor
T&L 803 Language and Society G 3
T&L 804 Trends and Issues in Language, Literacy, and Culture G 3
T&L 860 Language Arts in the Early Childhood Program G 3 Prereq: experience
T&L 901 Changing Perspectives in Language, Literacy, and Culture G 3 Prereq: instructor
T&L 903 Teaching/Learning in Literacy, Language, and Culture G 3 Prereq: 902, 901
T&L 905 Research Methodologies in Language, Literacy, and Culture G 3 Prereq: P&L 785, 800, instructor
T&L 906 Language Learning Across Cultures G 3 Prereq: 901, 902, 903
T&L 925.45 Reading and Writing Across Languages G 3 Prereq: permission of instructor
T&L 925.56 The Ethnography of Communication 3 Prereq: permission of instructor
T&L 930 Literacy Research and Issues of Diversity 3

COMP STD 648 Studies in Orality and Literacy 5
 ENG 570 Introduction to the History of English UG 5
 ENG 571 Studies in the English Language UG 5
 ENG 572 Traditional Grammar and Usage UG 5
 ENG 770.03 Field Methods for the Ethnography of Communication 5
 ENG 774 History of the English Language G 5
 ENG 777 American English 5 Prereq: ENG 271 or 771
 ENG 872 Seminar in the English Language 5 Prereq: ENG 771 or Ling 601 and permission
 LING 505 Language and the Black Experience (cross-listed English, AAAS)
 LING 605 An Introduction to African-American English G 5 Prereq: instructor
 LING 615 Psycholinguistics (cross-listed Psychology)
 LING 661.01 Introduction to Sociolinguistics UG 5 Prereq: instructor
 LING 685 Languages in Contact
 NELU 612 Languages and Cultures of the Middle East UG 5 Prereq: Permission instructor
 NELU 648 Studies in Orality and Literacy UG 5 (cross-listed with COMP STD) Prereq: instructor
 PHILOS 673 Advanced Philosophy of Language UG 5 Prereq: permission of instructor
 PSYCH 615 Psycholinguistics UG 5 Prereq: Permission instructor
 PSYCH 847 Language Development G 4

SOCIAL, CULTURAL, AND HISTORICAL STUDIES

CLASSICS 611 "Studies in Greek or Latin Epigraphy"
 CLASSICS 712 Latin Paleography 5
 CLASSICS 9XX Summer Course in Greek and Latin Epigraphy
 COMP STD 585.01 Topics in Literacy Studies (cross-listed English) 5
 COMP STD 648 Studies in Orality and Literacy (cross-listed NELU) 5 Prereq: instructor
 PAES 648 Adult Literacy Education U G 3
 PAES 722 Communication Skills for Children with Moderate to Intensive Needs
 PAES 932 Adult Learning
 T&L 741 Teacher Decision-Making in Language, Literacy, and Culture: Issues
 Related to Diversity G 3
 T&L 803 Language and Society G 3
 T&L 804 Trends and Issues in Language, Literacy, and Culture G 3
 T&L 876 Science, Mathematics, Technology, and the Educated Mind G3
 T&L 901 Changing Perspectives in Language, Literacy, and Culture G 3 Prereq: instructor
 T&L 903 Teaching/Learning in Literacy, Language, and Culture G 3 Prereq: 902, 901
 T&L 905 Research Methodologies in Language, Literacy, and Culture G 3 Prereq: P&L 785,
 800, instructor
 T&L 925.56 The Ethnography of Communication 3 Prereq: permission of instructor
 T&L 930 Literacy Research and Issues of Diversity 3
 ENG 570 Introduction to the History of English UG 5
 ENG 585.01 Topics in Literacy Studies (cross-listed Comparative Studies) 5
 ENG 585.02 Literacy Past and Present (cross listed History) 5
 ENG 750 Introduction to Graduate Studies in Literacy 5
 ENG 770.03 Field Methods for the Ethnography of Communication 5
 ENG 774 History of the English Language G 5
 ENG 883 Studies in Literacy 5
 ENG 884 Literacy Past and Present (cross-listed in History) 5
 GEOG 652 Social Geography and Its Representation 5
 HIST 585 Literacy Past and Present (cross-listed in English) 5

HIST 883 Literacy Past and Present (cross-listed in English) 5
MRS 610 Manuscript Studies 5
MRS 611 History of the Book Studies 5
NELU 612 Languages and Cultures of the Middle East UG 5 Prereq: permission instructor
NELU 648 Studies in Orality and Literacy 5 Prereq: permission instructor
WOM STDS 540 Studies in Women of Color Writing Culture U G 5 Prereq: 10 hours wom stds
or permission of instructor

SCIENCE, TECHNOLOGY, HEALTH, AND MEDICINE*

T&L 876 Science, Mathematics, Technology and the Educated Mind G 3
PSYCH 503 Introduction to Cognitive Psychology UG 4 Prereq: Permission instructor
PSYCH 513 Introduction to Cognitive Neuroscience U 4 Prereq: Permission instructor
PSYCH 615^ Psycholinguistics UG 5 Prereq: Permission instructor
PSYCH 617 Neural Network Models in Psychology U G 4 Prereq: Permission instructor
PSYCH 808 Survey of Behavioral Neuroscience III G 3 Prereq: Permission instructor/Psych
806, 807
PSYCH 847 Language Development G 4
*We anticipate growth in this area in coming years

VISUAL, SPATIAL, ARTS AND PERFORMANCE

ARTS COLLEGE 694 3-D Animation: Form, Light, and Motion 5
ARTS COLLEGE 732 A Critical History of Computer Graphics 5 Prereq: Permission instructor
ARTS COLLEGE 751 Form Visualization 5 Prereq: Permission instructor
ART EDUCATION 635 Photography Criticism 5
DANCE 820 Labanotation I 4
DANCE 821 Labanotation II 4
DANCE 822 Labanotation III 4
DANCE 823 Labanotation IV 4 Prereq: instructor
Design 570 Introduction to image graphics techniques 5
Design 571 Fundamentals of 3D visualization 5
Design 573 Intro to Web design Prereq: permission of instructor
Design 673 Interaction and visual interface 5 Prereq: permission of instructor
EPL 750^Educators and the Arts 3
EPL 825 Visualizing the Curriculum 3
MRS 610 Manuscript Studies 5
GEOG 652 Social Geography and Its Representation 5
WOM STDS 576 Women and Visual Cultures of Latin America U G 5 Prereq: 10 hours wom
stds
Or permission of instructor

Elective courses by disciplines

Note: for Special Topics courses, students will consult instructors as well as their advisor

AFAM&AST (African-American and African Studies)

605^ An Introduction to African-American English G 5 Prereq: instructor

ANTHROP (Anthropology)

630 Language and Culture in Education U G 5

703 Culture and Language 5 Prereq: Ant 675 or Ling 601 or equiv and permission instructor

ARTS COL (Arts, College of the)

694 3-D Animation: Form, Light, and Motion 5

732 A Critical History of Computer Graphics 5 Prereq: Permission instructor

751 Form Visualization 5 Prereq: Permission instructor

ART EDUCATION (Arts, College of the)

635 Photography Criticism 5

CLASSICS

611 "Studies in Greek or Latin Epigraphy"

712 Latin Paleography 5

9XX Summer Course in Greek and Latin Epigraphy

COMP STD (Comparative Studies)

585.01 Topics in Literacy Studies (cross-listed English) 5

648 Studies in Orality and Literacy 5 Prereq: permission instructor

DANCE (Dance) (Arts, College of the)

DANCE 820 Labanotation I 4

DANCE 821 Labanotation II 4

DANCE 822 Labanotation III 4

DANCE 823 Labanotation IV 4 Prereq: instructor

DESIGN (Arts, College of the)

Design 570 Introduction to image graphics techniques 5

Design 571 Fundamentals of 3D visualization 5

Design 573 Intro to Web design 5 Prereq: permission of instructor

Design 673 Interaction and visual interface 5 Prereq: permission of instructor

EDUCATION: EDUCATIONAL POLICY AND LEADERSHIP

750^Educators and the Arts 3

825 Visualizing the Curriculum 3

EDUCATION: PHYSICAL ACTIVITY AND EDUCATIONAL SERVICES

648 Adult Literacy Education U G 3

722 Communication Skills for Children with Moderate to Intensive Needs

932 Adult Learning

EDUCATION: TEACHING AND LEARNING

- 656 Literature for Adolescents G 3
- 665 Applied Linguistics G 3
- 668 Reading Foundations G 3
- 722 Literature across the Curriculum G 3
- 741 Teacher Decision-Making in Language, Literacy, and Culture: Issues Related to Diversity G 3
- 754 Introduction to American Sign Language U G 3 Prereq: permission instructor
- 803 Language and Society G 3
- 804 Trends and Issues in Language, Literacy, and Culture G 3
- 816 Language Arts in the Elementary School G 3
- 840 Writing in the Elementary School G 3
- 841 Poetry for Children G 3
- 843 Middle Childhood Literature G 3
- 853 Critical Reading in the Content Areas G 3
- 854 Reading in the Social Setting G 3
- 860 Language Arts in the Early Childhood Program G 3 Prereq: experience
- 864 Multicultural Literature G 3 Prereq T&L 817 or equiv
- 876 Science, Mathematics, Technology and the Educated Mind G 3
- 901 Changing Perspectives in Language, Literacy, and Culture G 3 Prereq: instructor
- 903 Teaching/Learning in Literacy, Language, and Culture G 3 Prereq: 902, 901
- 905 Research Methodologies in Language, Literacy, and Culture G 3 Prereq: P&L 785, 800, instructor
- 906 Language Learning Across Cultures G 3 Prereq: 901, 902, 903
- 913 Research and Theory in Written Composition G 3
- 923 Literary Theory and Adolescent Literature G 3 Prereq: instructor
- 925.45 Reading and Writing Across Languages G 3
- 925.56 The Ethnography of Communication 3 Prereq: permission of instructor
- 930 Literacy Research and Issues of Diversity 3

ENGLISH (English)

- 567 Rhetoric and Community Service: A Writing Seminar U 5
- 570 Introduction to the History of English U G 5
- 571 Studies in the English Language U G 5
- 572 Traditional Grammar and Usage U G 5
- 574 History and Theories of Writing 5
- 585.01 Topics in Literacy Studies (cross-listed Comparative Studies) 5
- 585.02 Literacy Past and Present (cross-listed History) 5
- 750 Introduction to Graduate Studies in Literacy 5
- ENG 770.03 Field Methods for the Ethnography of Communication 5
- 774 History of the English Language G 5
- 777 American English 5 Prereq: ENG 271 or 771
- 872 Seminar in the English Language 5 Prereq: ENG 771 or Ling 601 and permission
- 880 Seminar in Composition G 5
- 883 Studies in Literacy 5
- 884 Literacy Past and Present (cross-listed in History) 5

GEOG (Geography)

- 652 Social Geography and Its Representation 5

HIST (History)

585 Literacy Past and Present (cross-listed in English) 5

883 Literacy Past and Present (cross-listed in English) 5

LINGUIST (Linguistics)

505 Language and the Black Experience (cross-listed English, AAAS)

605 An Introduction to African-American English G 5 Prereq: instructor

615 Psycholinguistics (cross-listed Psychology)

661.01 Introduction to Sociolinguistics U G 5 Prereq: instructor

685 Languages in Contact

MRS (Medieval and Renaissance Studies)

610 Manuscript Studies 5

611 History of the Book Studies 5

NELC (Near Eastern Languages and Cultures)

612 Languages and Cultures of the Middle East U G Prereq: Permission instructor

648 Studies in Orality and Literacy U G 5 (cross-listed COMP STD) Prereq: instructor

PHILOS (Philosophy)

673 Advanced Philosophy of Language U G 5 Prereq: permission of instructor

PSYCH (Psychology)

503 Introduction to Cognitive Psychology U G 4 Prereq: permission of instructor

513 Introduction to Cognitive Neuroscience U 4 Prereq: Permission instructor

615^ Psycholinguistics U G 5 Prereq: Permission instructor

617 Neural Network Models in Psychology U G 4 Prereq: Permission instructor

808 Survey of Behavioral Neuroscience III G 3 Prereq: Permission instructor/Psych 806, 807

847 Language Development G 4

WOM STDS (Women's Studies)

540 Studies in Women of Color Writing Culture U G 5: Prereq: 10 hours wom stds or permission of instructor

576 Women and Visual Cultures of Latin America U G 5 Prereq: 10 hours wom stds or permission of instructor

Literacy Studies @ OSU as an Interdisciplinary Field

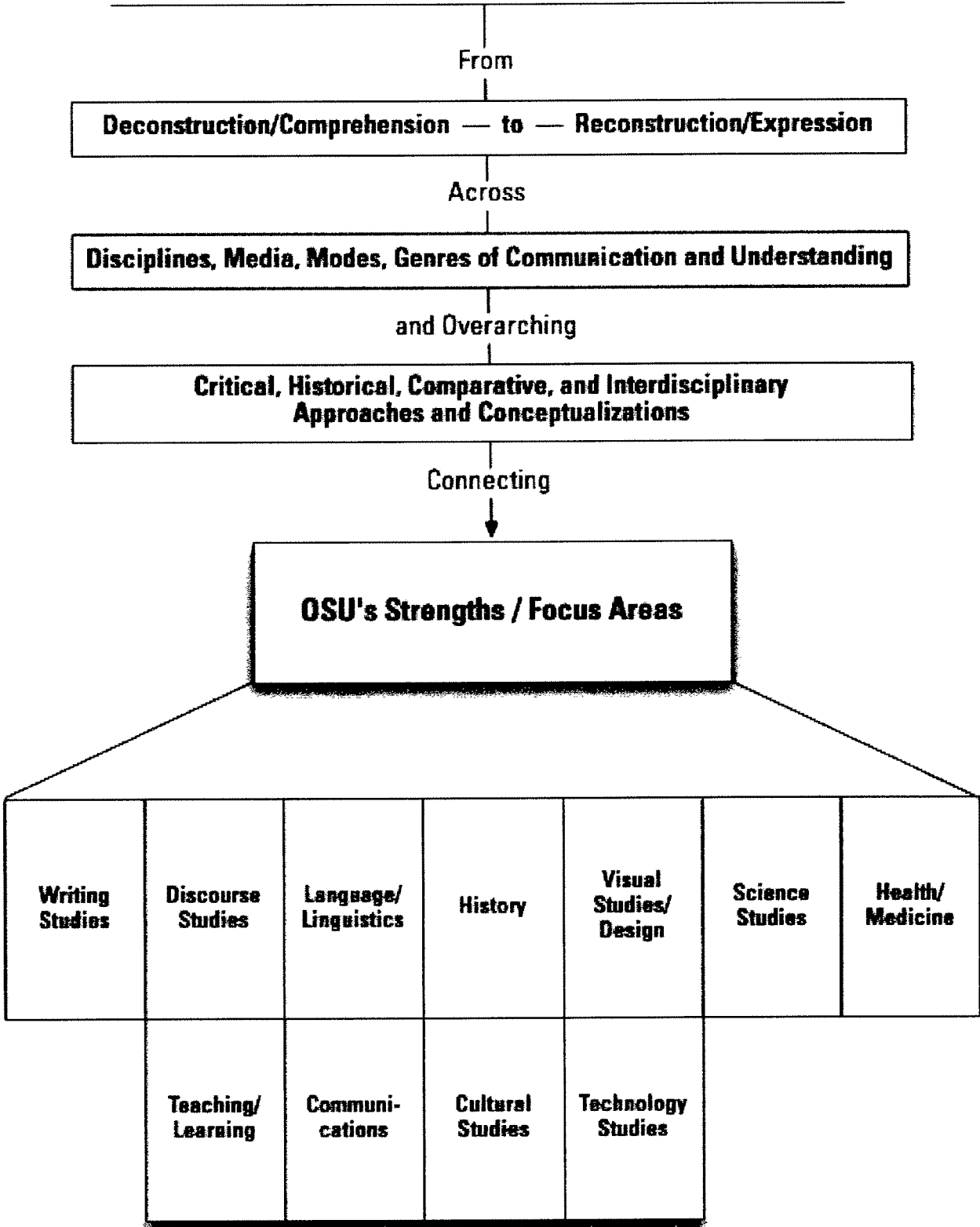


Figure 1



Department of History

106 Dulles Hall
230 West 17th Avenue
Columbus, OH 43210-1367

Phone (614) 292-2674
Fax (614) 292-2282

July 5, 2006

Dear Dr. Graff,

I write in support of Literacy Studies Working Group's proposal for a Graduate Interdisciplinary Specialization (minor) in Literacy Studies.

My dissertation, entitled "Rewriting the Turkmen "Nation": Literacy, Education, and Power in Central Asia, 1904-2004", represents an interdisciplinary approach to studying history. I combine my background in Turkish/Ottoman and Russian Languages and Literatures with my experiences as a teacher of English as a Second Language. While writing it, I enrolled in Dr. Graff's seminar where I was able to interact with students from the English and Education departments. Discussions with these students helped me to refine my writing and find ways to make my esoteric dissertation topic interesting to a wide audience.

While a graduate student at OSU, my own work benefited greatly from the activities of the University's Graduate Student Interdisciplinary Seminar on Literacy Studies. I used the opportunity of my presentation at that seminar, October 2005, to practice what became my job talk at several interviews in Spring 2006. That particular presentation allowed me to practice explaining my work to representatives of many disciplines and develop ways of speaking about my research in broadly accessible terms.

In short, while I was fortunate enough to be able to take advantage of the activities that Dr. Graff has helped bring to OSU, if there had been a minor in Literacy Studies when I was a graduate student, I would have enrolled in it. The formality of having that minor in my documentation would have made it easier for hiring committees to see the serious nature of my study of literacy at OSU. The opportunity for current and future students to have that formal study will demonstrate the strength of OSU's commitment to literacy studies. It will also give more students the chance to develop interdisciplinary approaches in their research. Students and the community can only benefit from that.

I would be happy to answer any questions or discuss my experiences in Literacy Studies at OSU. Please feel free to contact me at the address below or at vclement@email.wcu.edu.

Thank you,

A handwritten signature in cursive script that reads "Victoria Clement".

Victoria Clement
Assistant Professor, History of the Islamic World
Department of History
Western Carolina University
Cullowhee, NC 28723

July 31, 2006

3524 Rockwood Drive
Fort Wayne, IN 46815

Harvey J. Graff
Ohio Eminent Scholar in Literacy Studies &
Professor of English and History
Department of English
Ohio State University
Denney Hall, 164 West 17th Avenue
Columbus, OH 43210

Dear Harvey:

I write in support of the Graduate Interdisciplinary Specialization in Literacy Studies.

As you know, I recently earned my PhD in English from Ohio State; my degree was in English, specifically Rhetoric, Composition, and Literacy. While I did have opportunities to take some courses in literacy during my years at Ohio State, these opportunities were limited. A GIS in Literacy Studies would have greatly facilitated my ability to further my knowledge of Literacy Studies and would have broadened my perspective.

When I was in the coursework phase of my program (2001-2002), I attempted to find out about literacy courses in departments other than English, but I found it to be a confusing, difficult process. Course information from other departments was difficult to secure, and even when I did find this information, I received contradictory guidance as to whether or not I could enroll in these courses. A recognized, interdisciplinary specialization in Literacy Studies would help current and future graduate students avoid the problems I encountered during my graduate career. This specialization would also give students a broad knowledge of Literacy Studies informed by the perspectives of several disciplines. Such an approach is one I longed for as a graduate student.

Sincerely,

Sara Webb-Sunderhaus
Assistant Professor of English
Writing Center Director
Indiana-Purdue Fort Wayne
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805-1499



Department of English

164 West 17th Avenue
Columbus, OH 43210-1370

Phone (614) 292-6065

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July 28, 2006

Professor Harvey J. Graff,

I write to express my support for the proposed Graduate Interdisciplinary Specialization in Literacy Studies. This program will benefit graduate students across disciplines both intellectually and professionally—extending and enriching their perspective of literacy and literacy-related issues, providing them the opportunity to work with scholars and graduate students outside their discipline, and granting them professional, marketable qualifications as a scholar of literacy.

While university professors and scholars have been examining the uses, functions, and consequences of literacy both inside and outside the academic institution for many years, rarely have they studied literacy from the perspective of multiple disciplines. Scholars in the humanities, social sciences, and even the hard sciences share an interest in literacy—asking related questions, sharing related concerns, and engaging in similar debates. Because each discipline views these questions, concerns, and debates through a different lens, they overtly and subtly inform, complement, and complicate each others' analyses and conclusions. The Graduate Interdisciplinary Specialization will help graduate students and professors recognize and explore these important intersections, producing richer research and resulting in a greater understanding of literacy.

Personally, I would have benefited greatly from the opportunity to complete the Graduate Interdisciplinary Specialization in Literacy Studies. While my coursework in literacy studies offered by the English Department has well prepared me to be a teacher, scholar, and researcher of literacy, having taken courses on literacy outside the department would have broadened my expertise and made me more marketable across disciplines. In addition, because my dissertation project examining the relationship between rhetoric, composition, and literacy, and intellectualism and anti-intellectualism in American culture necessarily extends beyond current research in English Studies, my experiences as a participant in the Literacy Studies Specialization would have greatly influenced my research methodology, my intellectual approach, and my interpretation of data for this project. As a Ph.D. candidate in Rhetoric, Composition, and Literacy studies, completing the Literacy Studies Specialization at Ohio State would have had additional value, increasing my marketability as a literacy scholar when I enter the job market in 2008.

For the benefit of prospective and current graduate students and in the interest of increasing and deepening our understanding of literacy, I hope the Graduate Interdisciplinary Specialization in Literacy Studies is approved and implemented by The Ohio State University.

Sincerely,

Kelly Bradbury

Ph.D. Candidate in Rhetoric, Composition, and Literacy Studies
OSU English Department



The School of Teaching and Learning

Language, Literacy, and Culture
200 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210-1179
FAX 614-292-4260

July 25, 2006

Dear Dr. Graff,

I recently learned about your decision to develop an Interdisciplinary Graduate Specialization in Literacy Studies. As such, I am writing to inform you that your efforts to do so have my full support.

As a doctoral student in The Ohio State University's College of Education, I have already taken several literacy-related courses. In some instances these courses were offered through the College of Education; others were made available through the English Department. I have also attended several meetings of the Literacy Studies Working Group, the result of which has enabled me to construct positive working relationships with students and faculty across a range of academic disciplines. Not surprisingly, my experiences in these different venues have broadened the ways in which I think about literacy. I have no doubt that my participation in your program will do the same.

Please know that your efforts to establish an Interdisciplinary Graduate Specialization in Literacy Studies have my full support, and that I welcome the opportunity to participate in such a program. If I can be of help to you in any way, please let me know.

Thank you for your efforts to advance the study of literacy at The Ohio State University.

Sincerely,

Sean P. Connors
Graduate Assistant
The Ohio State University
College of Education

Dear Dr. Graff,

July 28, 2006

I would like to express my support of the development of an interdisciplinary specialization in literacy at OSU. I am a first year PhD. student in the Department of Slavic and East European Languages and Literatures, specializing in the languages of Southeastern Europe. I have regularly participated in the monthly Interdisciplinary Graduate Student Seminar on Literacy Studies because my research interests – including language standardization, development of new literatures, writing systems, and large-scale social implications of language – have intersected with the topics covered in the seminar. This interdisciplinary forum has been an excellent introduction to students and departments that concern themselves with similar topics of research.

I feel that an interdisciplinary PhD. minor in literacy studies would augment my work, and the work of the other graduate students interested in literacy. Not only would it improve the work presented to the seminar, but it would also benefit our work within our own disciplines. Such a minor would allow us to systematically consider both the meanings of literacy and their implications across the disciplines. From my own experience in classes within my department and the Linguistics Department, issues regarding literacy are at the center of many class discussions and research, yet we are usually unaware of work on literacy from other disciplines. Bringing these two departments, along with other departments concerned with literacy seems to benefit everyone involved. I feel that my own research on language standardization and macro-sociolinguistic situations in Southeastern Europe, as well as that of my colleagues in the seminar, would benefit tremendously from a foundation in such a wide-sweeping and well-grounded approach to literacy that the Graduate Interdisciplinary Specialization minor in Literacy Studies would offer.

Sincerely,

Matthew C. Curtis
curtis.199@osu.edu

July 23, 2006

Dear Dr. Graff,

I am writing to express my enthusiastic support for the proposed Graduate Interdisciplinary Specialization in Literacy Studies.

In my own area of study, Art Education, questions about visual literacies are emerging as students and scholars explore the ways in which visual experience is shaped and understood within social and historical contexts. An analysis of the power relationships and aesthetic pleasures underlying the construction of visual images and visual literacies cannot be developed in isolation. Locating studies of visual cultural literacies within an interdisciplinary network of literacy research and literacy-related courses will provide the resources, experiences, and dialogues that are essential for the development of rigorous and innovative research in Art Education.

My doctoral research on student writing in online arts appreciation courses is anchored in interdisciplinary literacy issues including visual and aesthetic literacies, digital literacies, and verbal and writing literacies. I am very excited about the proposed GIS in Literacy Studies because it will enable me to build a solid knowledge base in both traditional and newer literacies while providing a framework for a focused study of writing and digital literacies.

The proposed GIS in Literacy Studies is a timely and valuable idea for The Ohio State University. The foundation core courses and concentration clusters span diverse disciplinary areas within which students can customize a pathway that meets their research objectives. In offering a wide-ranging selection of course options, the GIS in Literacy Studies will enable OSU students to develop nuanced understandings of literacy's conceptual complexities and material effects in society as well as open to examination and critique the ideological and political underpinnings of constructions of literacy.

Sincerely,

Vicki Daiello

Doctoral Student
The Department of Art Education
The Ohio State University
258 Hopkins Hall
128 North Oval Mall
Columbus, OH 43210 USA

57 Auburn Avenue, Apt. D
Columbus, OH
43205

26 July 2006

Dr. Harvey Graff
Ohio State University
164 West 17th Avenue
Columbus, OH 43210

Dear Dr. Graff,

As a Masters student in the English department I was privileged to attend the Spring 2005 English 883 seminar in literacy. Since that course I have also participated in the Literacy Studies Working Group and have begun to actively incorporate the study of literacy into my work.

Literacy studies has become significant to my growth as a scholar for two key reasons. First, literacy studies has granted my work in literature greater complexity. For example, the politics of reading became the focus of a seminar paper I wrote during the Spring 2005 quarter. The essay dealt with John Milton's vision—expressed in his famous pamphlet *Areopagitica*—for a discerning republic of readers. My initial analysis of the text became complicated and much more compelling as I applied what we had been discussing in Dr. Graff's literacy course about the political implications of reading and the ways in which national literacy could be manipulated by the government. Since then, I find that I am more attracted to projects that address language, reading practices, book production, and national literacy.

Furthermore, the study of literacy has exposed me to scholarship from other academic fields and to the work of colleagues in other fields. Interdisciplinary work not only breaks down the often strict boundaries of university departments, but creates new ways of situating the study of language, reading, writing, communication, semiotics, book production and circulation, authorship, etc. In both ENG 883 and in the Literacy Studies Working Group, I have interacted with other graduate students from departments like Education, Slavic Studies, and Women's Studies. Without being involved in these groups, I would rarely have the opportunity to share my work with colleagues outside of the English department. Such knowledge sharing is integral to the evolution and vitality of an academic environment and literacy studies, it seems, calls for this sharing between disciplines by virtue of its many definitions, forms, and applications.

Literacy studies can, indeed, open up new avenues of inquiry for students in many disciplines. In fact, many students are already studying some aspect of literacy without any formal coursework or program to guide them. I enthusiastically support the creation of a Graduate Interdisciplinary Specialization in Literacy Studies. It would be a wonderful asset to graduate students whose scholarship seeks to cross boundaries and break new ground.

Sincerely,

Lindsay DiCuirci
Ph.D. Candidate in English

Envera Dukaj

Graduate Interdisciplinary Specialization—Grad Letter of Support

I am a doctoral student in English in the field of Rhetoric, Composition, and Literacy, and although literacy studies is not my primary interest, it is still very important to my specific areas of study. When researching doctoral programs, I was aware of the politics surrounding interdisciplinary study, both for students and for professionals, and the strides OSU is making in establishing interdisciplinary study is one of the major factors that attracted me to this campus—it echoes a stance important to my own leanings and interests and also reflects while simultaneously aiding the changing nature of study in the humanities. Interdisciplinarity has come to be just as important in signifying the purpose or philosophy of a study as its methodology and content.

Aside from the more philosophical and professional reasons for appreciating this program, the scholastic side of it is also very important to me. My interests take the history of rhetoric as a foundation upon which I am adding digital media studies and a larger theoretical view of today's communicative landscape. Literacy is everywhere present in these areas, but it has been difficult locating the coursework that would allow me a deep look into the literate practices involved in the many and varying mediums available in contemporary times. The Graduate Interdisciplinary Specialization brings together departments that can provide specialized views of literacy practices in particular modes of communication and makes possible course offerings that are otherwise nonexistent.

I only wish this specialization had been available sooner.

--Vera Dukaj




Department of English

164 West 17th Avenue
Columbus, OH 43210-1370

Phone (614) 292-6065
Fax (614) 292-7816

July 10, 2006

To: Harvey J. Graff

From: Susan S. Hanson, Ph.D. Candidate 

Subject: Support for Graduate Interdisciplinary Specialization in Literacy Studies

I am writing in support of the Graduate Interdisciplinary Specialization in Literacy Studies. As a graduate student, first in Comparative Studies where I received an M.A. and now in English where I am completing Ph.D., I have long wondered what it would mean to actually *practice* interdisciplinarity, as opposed to what usually amounts to little more than reading across disciplinary boundaries. I take the term interdisciplinarity to mean and involve considerably more: namely, collaboration.

The thing about the Graduate Interdisciplinary Specialization in Literacy Studies that most impresses me is that it involves collaboration on a scale that is, I believe, unprecedented at OSU. Instead of simply inviting students to dabble in a discipline that intersects with or supports their primary research interests, the Graduate Interdisciplinary Specialization in Literacy Studies takes as its premise the conviction that the study of literacy is or should be an *intercollegiate* undertaking.

The idea of working not just across disciplinary boundaries, but college boundaries as well, is one that I find truly energizing. While the course choices seem at first almost limitless, it is evident that the Graduate Interdisciplinary Specialization in Literacy Studies is designed to encourage and enable the kinds of collaboration that one would expect to find at a high-caliber research university. I only wish that the timing had been such that Graduate Interdisciplinary Specialization in Literacy Studies was among my options.



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July 18, 2006

Dr. Harvey J. Graff
Department of English
Ohio State University
Denney Hall, 164 West 17th Avenue
Columbus OH 43210

Dear Dr. Graff:

I am writing to express my support for the proposed Graduate Interdisciplinary Specialization in Literacy Studies (GISLS). To date, the Literacy Studies Working Group provides a place and an opportunity to bring together varied understandings of literacy. Approving the group's proposed GISLS would signal to current and prospective students that Ohio State University (OSU) recognizes the significance and relevance of literacy studies and is committed to serious and creative research on this matter.

In my own studies, I have benefited greatly from the Literacy Studies Working Group's commitment to interdisciplinary deliberations on literacy. Most significantly, I have come to appreciate that most scholars and students are already committed to overlooking preconceived notions about literacy in order to participate in the type of inquiry that only interdisciplinary discussion can provide. As such, it appears that the unique dispositions, qualified scholars, and enthusiasm already function implicitly to bring students and scholars together to think and talk about literacy in meaningful ways. Approving the GISLS would make this valuable work explicit to the community and to the world more generally.

Again, I enthusiastically support this proposal because I think approving the GISLS would communicate an important and timely message: namely, OSU understands that a sophisticated understanding of the implications surrounding literacy is obtained by approaching the field from a range of settings and perspectives. I wish you the best in obtaining approval for this proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Michael Harker".

Michael Harker
Graduate Research Associate
Ohio State University
English Department

August 1, 2006

To Whom It May Concern:

This letter is in strong support of the proposed Graduate Interdisciplinary Specialization in Literacy Studies.

I have just finished my second year in the Language, Literacy, and Culture Ph.D. program in the School of Teaching and Learning. Through my coursework thus far, I have come to see that literacy is too big a topic and too intertwined with nearly every other area of study at the University to be possible for one department to cover it all. While I have been more than satisfied with the literacy-related course offerings in the college of Education, taking classes on literacy in other departments helps me ask new questions and see what I had previously learned from a new perspective. This diversity of ideas and approaches will prepare me to work with the various stakeholders whose opinions will play a part in my own research (students, teachers, parents, community members, policy makers, etc.) in addition to building a multidisciplinary framework to solidify my knowledge and preparing me to teach students from a wide range of backgrounds in the future.

While the Literacy Studies Working Group and the related Graduate Seminar have been important places to begin these broad conversations, the institutional support of a GIS will help bring a coherence and a consistency to this work that will help us cover more intellectual ground with contributions from even more perspectives.

The principal objectives listed within the GIS proposal are some of the very topics and questions that have most strongly captivated my intellectual interest during my graduate education. I look forward to a chance to explore these issues further with faculty and fellow students through this new program. Thank you for taking my thoughts into consideration and thank you for your support of the GIS in Literacy Studies.

Sincerely,

Caitlin Ryan
2nd Year, Ph.D. student
School of Teaching and Learning

Beth A. Thomas
Doctoral Student
Department of Art Education
Ohio State University
128 North Oval Mall, 258 Hopkins Hall
Columbus OH 43210

Harvey J. Graff
Ohio Eminent Scholar in Literacy Studies &
Professor of English and History
Department of English
Ohio State University
Denney Hall, 164 West 17th Avenue
Columbus OH 43210

Dear Dr. Graff,

I'd like to take this opportunity to express my support for the graduate interdisciplinary specialization program in literacy studies. I am a doctoral student in the department of art education, and have for many years had a particular interest in the ways that language and visuality intersect in the creation of meaning.

My graduate studies at both the Masters and Doctoral levels have centered on the ways that we interpret works of art, and, more specifically, ways that we talk and write about works of art. The space where the "reading" of the visual and the creation of the verbal around that reading intersect is one that all of us continually occupy, and one which we rarely turn our conscious thought to in our everyday movement through the world. Why and how do works of art mean for us? How does our exchange of verbal and non-verbal information about our understandings of the visual affect our subsequent interactions with visual images? How do our readings of the visual world impact our cultural understandings and the constitution of our cognitive structures? These are questions that fascinate me, and I am particularly excited to have the opportunity to exchange ideas with individuals from a variety of disciplines who do turn their conscious thoughts to the field of literacy, and from whom I can develop new, rich understandings of the implications of what it means to be or not to be literate from a variety of perspectives and within shifting contexts.

Thank you for making me aware of the specialization in literacy studies. I look forward to working with you in the coming year.

Sincerely,

Beth Thomas



Department of English

164 West 17th Avenue
Columbus, OH 43210-1370

Phone 614-292-6065
FAX 614-292-7816

Dr. Harvey Graff
421 Denney Hall
164 W. 17th Ave.
Columbus, OH 43210

Dear Dr. Graff:

As a third-year doctoral student in Rhetoric, Composition, and Literacy in the English department at the Ohio State University, I am writing to express my strong support for an interdisciplinary specialization in literacy studies.

As a member of the steering committee for the Graduate Student Interdisciplinary Seminar on Literacy, I have participated in conversations over the last year about literacy with graduate students across different disciplines like Nursing, Education, Art, and Medicine. Talking with these students has helped me to develop more critical questions and approaches to literacy acquisition, uses, and practices. Developing a specialization in literacy studies at Ohio State would encourage this kind of open dialogue between different disciplines and allow all students to actively participate in them.

In addition, my own work on nineteenth-century women's reading groups would have greatly benefited from the interdisciplinary perspective that a specialization in literacy would offer. Having the opportunity to take classes in Education like "Reading in the Social Setting" and in Comparative Studies like "Topics in Literacy Studies" would have provided me with multiple perspectives on theories of reading and cognitive development, which are currently missing in the English department.

In closing, I believe that the university and its students would benefit from the interdisciplinary specialization in literacy developed by Dr. Graff and Dr. Farr. I believe this new focus on literacy from an interdisciplinary standpoint will help Ohio State continue to serve as an intellectual leader in literacy studies.

Sincerely,

Kate White

July 27, 2006

Prof. Harvey J. Graff
Ohio Eminent Scholar in Literacy Studies &
Professor of English and History
Department of English
Ohio State University

Dear Prof. Graff,

I am writing to express my support for the proposed Graduate Interdisciplinary Specialization Minor in Literacy Studies. As a Ph.D. student in Rhetoric, Composition and Literacy in the Department of English, I am committed to the study of communication and learning practices and the ways in which we make meaning through a variety of meaning and in a variety of contexts. I have been a part of the RCL program in the English department since I began my master's degree in autumn 2001, at which time our program was formally known as simply Rhetoric and Composition. Our decision to incorporate Literacy into our program's title was a reflection not only of the interests and strengths of our students and faculty, many of whom specialize in a variety of kinds of literacy studies, but it was also a reflection of the importance of literacy studies within our field. As your work and the work of the members of the Literacy Studies Working Group shows, literacy studies incorporates multiple disciplines through its inquiries of our communication and learning practices.

I believe, in fact, that literacy studies draws its strength from its involvement in fields including English, History, Education, Psychology, Communications, and Digital Media Technology. As scholars we are often located in a single field in a single department, but work in the field of literacy studies requires us to move across departments and to be aware of the work being produced by our colleagues in other disciplines. I believe that the proposed minor in literacy studies will help scholars in each of the many fields literacy studies incorporates better understand and situate themselves within the breadth and depth of the work being produced in this field. Thank you for your work in proposing this new minor.

Sincerely,

Wendy Wolters

July 27, 2006

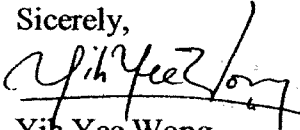
Dear Dr Graff,

I write to fully support the proposed Graduate Interdisciplinary Specialization in Literacy Studies.

As a doctoral student in OSU's English department, I have taken two literacy courses under your esteemed guidance and it is evident that the correlation between literacy and literary cannot be denied. My understanding of canonical literary texts has been greatly enhanced by literacy courses that illuminate the meaning of all literacy practices by authors and the characters that they create.

I would continue to highly recommend your courses to other graduate students, and to also fully support the Graduate Interdisciplinary Specialization in Literacy Studies because it would significantly enrich both the teaching and learning environment.

Sincerely,

A handwritten signature in cursive script that reads "Yih Yee Wong". The signature is written in black ink and is positioned above the printed name.

Yih Yee Wong

Ph.D Candidate in English.



Department of English

164 West 17th Avenue
Columbus, OH 43210-1370

Phone (614) 292-6065
Fax (614) 292-7816

August 17, 2006

Dr. Elliot Slotnick
Graduate School
247 University Hall
230 N. Oval Mall
Columbus, OH 43210

Dear Dean Slotnick:

Thank you for forwarding to the Rhetoric, Composition, and Literacy Studies program in the Department of English your concurrence for the proposed Graduate Interdisciplinary Minor in Literacy Studies.

The faculty in RCL and related programs in literacy studies across the University look forward to working with you and your college in offering the minor to our graduate students and appreciate your support.

Sincerely,

A handwritten signature in cursive script, appearing to read "Khalasek".

Kay Halasek
Associate Professor
Vice Chair, Rhetoric, Composition, and Literacy Studies
Department of English

RECEIVED

AUG 25 2006
GRADUATE

Letters
of
Support

Dear Kay,

I'm terribly sorry for taking so long to send you my concurrence for your proposed Graduate Interdisciplinary Specialization in Literacy Studies. I'm just now back on campus after being away the last month.

I very much liked your proposal and offer Anthropology's strong support for the specialization.

Best wishes,

Clark

Clark Spencer Larsen
Distinguished Professor of Social and Behavioral Sciences
Chair, Department of Anthropology

Dr. Clark Spencer Larsen
Department of Anthropology
244 Lord Hall, 124 West 17th Avenue
The Ohio State University
Columbus, Ohio 43210-1364

Phone: 614-292-4117
Fax: 614-292-4155
Email: larsen.53@osu.edu

OSU Department of Anthropology: <http://anthropology.ohio-state.edu>
American Journal of Physical Anthropology: <http://www.interscience.wiley.com/jpages/0002-9483/>
Bioarchaeology Research Laboratory: <http://anthropology.ohio-state.edu/bioarch/index.htm>

[Spam](#)

[Not spam](#)

[Forget previous vote](#)



Department of African American
and African Studies

486 University Hall
230 North Oval Mall
Columbus, OH-43210-1319

Phone 614-292-3700
Fax 614-292-2293
www.aaas.ohio-state.edu

July 25, 2006

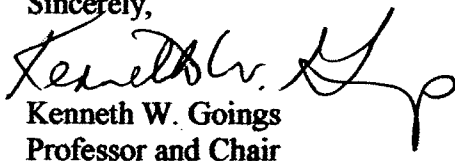
Dr. Kay Halasek
Vice Chair, Rhetoric, Composition,
and Literacy Studies
Department of English
164 W. 17th Avenue
Columbus, Ohio 43210-1370

Dear Professor Halasek:

The Graduate Studies and Curriculum Committee in the Department of African American and African Studies is pleased to endorse the proposal for a Graduate Interdisciplinary Specialization in Literacy Studies. We understand that the proposal includes two courses from our department—AAAS 605 *An Introduction to African American English* and AAAS 750 *Language and Society in Africa*.

If you need further information, let me know. Thank you.

Sincerely,



Kenneth W. Goings
Professor and Chair



July 21, 2006

Kay Halasek, Vice Chair for Rhetoric, Composition and Literacy Studies
Department of English
164 W. 17th Avenue
CAMPUS

Dear Kay,

I am the Interim Chair for the Department of Dance for the 2006-07 academic year. I welcome the opportunity to collaborate with you and your department in setting up this interdisciplinary line of study.

This is the letter of concurrence by the Department of Dance, to support the courses to be listed in the proposal for a Graduate Interdisciplinary Specialization (GIS) in Literacy Studies.

The three courses to be listed in the proposal are:

Dance 620 Notation 1
Dance 820 Labanotation 1
Dance 823 Labanotation 4

Professor Sheila Marion is the faculty member contact for the Department of Dance. It is understood that if there are graduate students pursuing this line of study, that your office will contact professor Marion to make her aware that these non-dance students may be in her classes. If this is not the case, please contact me or professor Marion to clarify.

We are pleased to have this system of notated symbols and communication included in the GIS and larger context of literacy studies within the university. Please contact me if you have any more questions.

Sincerely,

Susan Petry
Interim Chair

SP:ja



Department of Art Education

258 Hopkins Hall
128 North Oval Mall
Columbus, OH 43210-1363

Phone (614) 292-7183
Fax (614) 688-4483
<http://arted.osu.edu/index.php>

July 28, 2006

Kay Halasek
Vice Chair for Rhetoric, Composition, and Literacy Studies
Department of English
164 West 17th Avenue

Dear Dr. Halasek:

This letter is sent to endorse the proposal for a Graduate Interdisciplinary Specialization in Literacy Studies. We feel the inclusion of Art Education 635 Photography Criticism as a possible elective will clearly strengthen the specialization and its inquiry basis. Although the other two elective course offerings you mentioned are offered under the College of the Arts, I feel COTA 732 Critical History of Computer Graphics and COTA 751 Form Visualization will also offer this specialization rigorous computer graphics inquiry.

Sincerely,

A handwritten signature in cursive script that reads "Patricia L. Stuhr".

Patricia L. Stuhr
Chairperson



Office of the Director

School of Physical Activity & Educational Services
College of Education and Human Ecology
215 Pomerene Hall
1760 Neil Avenue
Columbus, OH 43210-1297

Phone: 614-292-6787
FAX: 614-688-4613
<http://education.osu.edu/paes>

August 14, 2006

Dr. Elliot Slotnick
Associate Dean, Graduate School
250D University Hall
230 North Oval Mall
CAMPUS

Dear Dr. Slotnick:

This letter represents the School of Physical Activity & Educational Services support of the proposed Graduate Interdisciplinary Specialization in Literacy Studies.

The proposed graduate specialization provides an exciting opportunity for our faculty to be involved in scholarly collaboration and inquiry. Per the faculty, we have agreed and are committed to include the following three courses: 1) 648 Adult Literacy Education U G 3, 2) 722 Communication Skills for Children with Moderate to Intensive Needs and 3) 932 Adult Learning.

As Interim Director of the School of Physical Activity & Educational Services, I would like to offer my full support for the proposed Graduate Interdisciplinary Specialization in Literacy Studies.

Sincerely,

A handwritten signature in cursive script that reads "Donna L. Pastore".

Donna L. Pastore, PhD

CC: Phil Ward, Graduate Studies Chair



July 26, 2006

Prof. Kay Halasek
Vice Chair for Rhetoric, Composition and Literacy Studies
Department of English
164 W. 17th
CAMPUS

Prof. Halasek;

We have received and reviewed your proposal for a Graduate Interdisciplinary Specialization in Literacy and provide our enthusiastic support. The topics that you have discussed in this proposal are of immense importance and we feel that the Design Department has a great deal to contribute to the experience of the graduate students that choose to investigate this area. The courses you have identified (Design 570, 571*, 573* and 673) are accessible to students from outside of our Department, and relevant to this effort. We encourage students to take advantage of the content covered in these courses.

We applaud you for identifying the importance of literacy studies in our modern world, and I hope that we can work more closely in the future. Good luck with the implementation of this interdisciplinary specialization.

Respectfully,

A handwritten signature in cursive script that reads "Wayne E. Carlson".

Wayne E. Carlson
Chair - Design

*Note: 571 and 573 are currently designated as U only. We have a proposal pending to change this designation to UG.



Department of Greek and Latin

414 University Hall
230 North Oval Mall
Columbus, OH 43210-1319
Phone 614-292-2744
FAX 614-292-7835

August 1, 2006

Kay Halasek, Vice Chair for Rhetoric, Composition, and Literary Studies
Department of English
164 W. 17th Avenue
CAMPUS

Dear Professor Halasek:

It is a pleasure to endorse the proposal for a Graduate Interdisciplinary Specialization in Literacy Studies. Such an Interdisciplinary Specialization seems to answer an imminent and important need in the Academic community, and it does so in the very broad and almost encyclopedic way that the topic deserves and needs; literacy is, after all, basic to human cultural competence. As a Department that is proud of its Center for Epigraphical and Palaeographical Studies, my Department gladly embraces and supports this proposal to whose realization our specific resources can contribute a small part, and from which the Center and the Department will only profit.

Yours sincerely

Fritz Graf, Professor and Chair



Department of History

106 Dulles Hall
230 West 17th Avenue
Columbus, OH 43210-1367

Phone (614) 292-2674
Fax (614) 292-2282

July 20, 2006

Kay Halasek
Department of English
164 West 17th Avenue
CAMPUS MAIL

Dear Kay:

The Department of History has reviewed your proposal for a Graduate Interdisciplinary Specialization in Literacy Studies.

I am pleased to offer our concurrence in the proposal to establish History 585 and 883 (to be cross-listed in English).

Sincerely,

A handwritten signature in black ink, appearing to read "P. L. Hahn".

Peter L. Hahn
Professor and Chair



Department of English

164 West 17th Avenue
Columbus, OH 43210-1370

Phone (614) 292-6065
Fax (614) 292-7816

August 8, 2006

Dear Kay,

I write as the Associate Director of the Center for Medieval and Renaissance Studies to offer our concurrence and support for the Interdisciplinary Specialization in Literary Studies. We would be happy to have our courses included in this effort, and would look forward to working with you all.

All best,

A handwritten signature in cursive script that reads "Ethan".

Ethan Knapp
Associate Director
CMRS



Department of Linguistics

222 Oxley Hall
1712 Neil Avenue
Columbus, OH 43210-1298

Phone (614) 292-4052
Fax (614) 292-8833
<http://www.ling.ohio-state.edu>

Professor Kay Halasek
Vice Chair for Rhetoric, Composition, and Literacy Studies
Dept. of English
164 West 17th Avenue
CAMPUS

August 4, 2006

Dear Professor Halasek,

I am delighted to endorse the proposed Graduate Interdisciplinary Specialization in Literacy Studies. This will be a valuable addition to Ohio State's graduate program.

We appreciate the inclusion of Ling 661.01 (Sociolinguistics) and Ling 605 (Introduction to African-American English) in the Literacy Studies Specialization. Allow me to point out three additional courses that I believe would also be relevant:

- Ling 505, Language and the Black Experience UG 5 (cross-listed with English and AAAS)
- Ling 615, Psycholinguistics UG 5 (cross-listed with Psychology)
- Ling 685, Languages in Contact UG 5

Please don't hesitate to contact me if I can provide you with additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Elizabeth Hume".

Elizabeth Hume
Professor and Chair



Department of Philosophy

350 University Hall
230 North Oval Mall
Columbus, OH 43210-1365

Phone 614-292-7914
Fax 614-292-7502

July 27, 2006

Kay Halasek, Vice Chair for Rhetoric,
Composition, and Literacy Studies
Department of English
164 W. 17th Ave
CAMPUS

Dear Kay:

George Pappas, who has retired as Chair of the Philosophy Department, forwarded to me your letter of July 18, asking for endorsement of the proposal for a Graduate Interdisciplinary Specialization in Literacy Studies. This looks like a strong program and we are pleased to support this proposal.

I would caution students in the program that Philosophy 673 (Advanced Philosophy of Language) is a high-level and partly formal course. The prerequisites are serious prerequisites. (They are: Philosophy 250 and 10 credit hours of philosophy course work at the 300 level or above (preferably 473); or graduate standing in philosophy; or permission of instructor.) For those students with the required background, Philosophy 673 will be a very valuable option for fulfilling the requirements for the interdisciplinary specialization you are proposing.

Please let me know if I can be of any further assistance.

Sincerely,

Donald C. Hubin
Professor of Philosophy & Chair
email: hubin.1@osu.edu



August 1st, 2006

Kay Halasek, Vice Chair
Rhetoric, Composition, and Literacy Studies
Department of English
164 West 17th Avenue
Campus

Dear Vice Chair Halasek:

The Department of Psychology is pleased to concur with Graduate Interdisciplinary Specialization in Literacy Studies proposal.

We agree with that the psychology courses the proposal lists would be a good fit and note the following:

- Psych 874 has not been offered in several years
- Psych 847, Language Development, a newly approved course, would be an appropriate addition to the Communications & Cultures category
- Psych 808 has Psych 807 as a prerequisite which in turn has Psych 806 as a prerequisite so suggest including Psych 806 and 807 as well

If you need further information from us, please feel free to contact me at 292-3038.

Sincerely,

Gifford Weary, PhD
Professor and Chair
Department of Psychology



Department of Women's Studies

286 University Hall
230 N. Oval Mall
Columbus, OH 43210-1311

Phone (614) 292-1021
FAX (614) 292-0276
<http://womens-studies.osu.edu>

July 24, 2006

Kay Halasek, Vice Chair
Rhetoric, Composition, and Literacy Studies
English Dept.
CAMPUS

Dear Kay,

I'm very happy to learn that the proposed GIS in Literacy Studies would like to include two Women's Courses, 540 and 576.

The best of luck to you in the successful implementation of this program!

Sincerely,

A handwritten signature in cursive script, appearing to read "L. Mizejewski".

Linda Mizejewski, Chair
Women's Studies

Cc: Claire Robertson, Women's Studies
Terry Moore, Undergraduate Studies



Department of English

164 West 17th Avenue
Columbus, OH 43210-1370

Phone (614) 292-6065
Fax (614) 292-7816

August 22, 2006

Kay Halasek
Vice Chair for Rhetoric, Composition, and Literacy Studies
Department of English
164 W. 17th Avenue
CAMPUS

Dear Professor Halasek:

The Department of English enthusiastically endorses the proposal for a Graduate Interdisciplinary Specialization in Literacy Studies. We are pleased with the breadth of disciplines represented, as well as with the depth of scholarly expertise. The courses that the proposal expects our department to contribute are ones that we offer on a regular basis and will be strong complements to courses offered by the College of Education, History, Anthropology, Comparative Studies, Psychology, Art, and the many other areas that are joining to make literacy studies at OSU a site of national excellence.

Given the groundwork by the cross-campus literacy initiative, "Literacy Studies @ OSU, this proposal comes at the best time to capitalize on the interests and strengths of a wide number of OSU faculty and responds to literacy issues in public arenas.

Because the proposal clearly describes an interdisciplinary program that will benefit students across the University, the Department of English grants its concurrence. The literacy graduate specialization will help train students for a serious engagement with interdisciplinary studies.

Sincerely,

A handwritten signature in cursive script that reads "Valerie Lee".

Valerie Lee
Professor and Chair



College of Education

School of Teaching and Learning
College of Education
333 Arps Hall
1945 North High
Columbus, OH 43210-1172

Phone: 614-292-1257
FAX: 614-292-7695
<http://education.osu.edu/edtl>

August 7, 2006

Kay Halasek
Vice Chair, Rhetoric, Composition and Literacy Studies
Department of English
164 W. 17th Avenue
CAMPUS

Dear Professor Halasek,

I am writing to express my endorsement of the proposed Graduate Interdisciplinary Specialization in Literacy Studies. I have been apprised of the development of this proposal by our faculty member, Dr. Marcia Farr and have read the most recent version of the proposal.

The proposal includes 26 courses from our School that are listed as electives within the program.

At this time, we endorse the inclusion of our courses as possible electives in the curriculum. We have developed our own specialties in Literacy Studies in Education at the undergraduate and doctoral levels and continue to be highly invested in them, but we see these programs as complementary to the one represented in the GIC proposal.

I understand that the program does not require any specific, additional resources from our School. If you need further concurrence, please let me know.

Sincerely Yours,

A handwritten signature in black ink that reads "Rebecca Kantor".

Rebecca Kantor, Professor
Interim School Director

Cc Dr. Harvey Graff
Dr. Marcia Farr
Dean David Andrews

School of Teaching and Learning
College of Education and Human Ecology



Office of the Dean

College of Education and Human Ecology
127 Arps Hall
1945 North High Street
Columbus, OH 43210-1172

Phone (614) 292-2461
Fax (614) 292-8052

August 21, 2006

Dr. Kay Halasek
Vice Chair, Rhetoric, Composition and Literacy Studies
College of Humanities
Department of English
402 Denney Hall
164 West 17th Avenue
CAMPUS

Dear Dr. Halasek:

I am pleased to write in support of the Graduate Interdisciplinary Specialization in Literacy Studies. It is my understanding that this program includes our courses, is supported by and involves numerous members of our faculty, is supported by the Director of the School of Teaching and Learning, and has the potential to meet the expressed needs of many Ohio State graduate students.

The College of Education and Human Ecology supports this proposal.

Sincerely,

A handwritten signature in black ink that reads "David W. Andrews".

David W. Andrews, Dean
College of Education and Human Ecology

DWA/lg

c: Harvey Graff
Rebecca Kantor
Marcia Farr



Office of the Executive Dean
Colleges of the Arts and Sciences

186 University Hall
230 North Oval Mall
Columbus, OH 43210-1319

Phone 614-292-1667
Fax 614-292-8666
Web

July 27, 2006

Dr. Elliot Slotnick
Graduate School
247 University Hall
230 North Oval Mall
CAMPUS

Dear Elliot:

I write in support of the proposal for a Graduate Interdisciplinary Specialization in Literacy Studies. The proposal, developed by faculty in the Colleges of Education and Humanities, explains clearly the importance of this new program of study. With its approval, Ohio State will pull into the forefront of developments in literacy studies as it is practiced by some of the leading scholars in the country. The specialization is conceived as a flexible program of study and will provide graduate students majoring in a number of different disciplines the foundation that they need to conduct meaningful research in this growing field. Depending on the student's major, this new specialization will serve as an enhancement to their overall program of study.

I offer my strong support for this new program based on both my enthusiasm for what it will offer our students and as a reflection of my confidence in the ability of our faculty in both the Colleges of Humanities and Education to mount an intellectually rigorous program in literacy studies. The interdisciplinary nature of the specialization plays to the strength of this faculty and builds from an already well-established curriculum. Our faculty in literacy studies at Ohio State are a highly accomplished group of scholars who have demonstrated their commitment to interdisciplinary study through numerous publications and the development of a curriculum in which these issues are explored from various perspectives. Students who choose to pursue this specialization will have the complete benefit of OSU faculty expertise and the resources of several departments fully committed to the subject.

In sum, I believe that the Graduate Interdisciplinary Specialization in Literacy Studies will provide graduate students with an important new option on the Ohio State University campus. I strongly support its approval. If I can provide additional information, please let me know.

Sincerely,

John W. Roberts
Dean

CC: Harvey Graff, Department of English



August 23, 2006

college of the arts

accad art art education dance design history of art music theatre

Elliot Slotnick, Associate Dean
The Graduate School
250D University Hall
230 N Oval Mall

Dear Graduate Interdisciplinary Specialization Committee:

The College of the Arts is pleased to endorse the proposed Graduate Interdisciplinary Specialization in Literacy Studies for scholars in all fields, developed by Professor Harvey J. Graff, Ohio Eminent Scholar in Literacy Studies in the Department of English and co-sponsored by Professor Marcia Farr, College of Education.

This minor has the potential to be of particular interest and relevance to graduate students in our college who wish to understand the a) different uses of literacy situated within a particular context and their relevance to works of art and art making practices; and b) the idea of what it means to be literate within the realm of art and art-making. Understanding and incorporating into graduate students' studies the wide range of definitions of literacy and how they function within a broader society, will provide insight into issues and topics surrounding the making and doing of original works of art. This type of critical analysis is central to the current and future output of analyzing and theorizing about practices within the arts.

As Vice Chair Halasek states, the proposal grows out of OSU's "recent investment in literacy studies, in particular the establishment of the position and the appointment of the first Ohio Eminent Scholar in Literacy Studies in the Department of English." In an effort to promote a campus-wide participation to understand what it means to be literate in varying disciplines, the Literacy Studies Working Group developed the proposal. We in the College of the Arts support the proposal and its development of new courses. In particular two of our faculty, Terry Barrett, Art Education and Carolina Gill, Design, are creating a new course *Visual Literacies* to serve as one of the GIS' core elective courses.

As the proposal states the minor serves to provide students with crucial components of graduate research, *i.e.* "remaining broadly interdisciplinary, drawing from and seeking to contribute to the disciplines of the humanities, the social sciences, the arts, communications, and education." The well-designed curriculum drawn from two core courses, one elective core course, and seven major areas: Reading; Writing and Digital; Language; Social, Cultural, and Historical Studies; Communications and Culture; Science, Technology, Health and Medicine; and Visual, Spatial, Arts and Performance will complement each one's own specialization with exposure to, and investigation of literary genre in which the work resides. The goal of the minor is to encourage interdisciplinary processes by adding substance to the student's own creative work through the infusion of literacy studies content and contexts. The minor therefore aligns with the Graduate School's graduate minor initiative.

Two faculty members from the College of the Arts have committed to teaching a core course in the program, and departmental chairs Susan Petry, Department of Dance; Wayne Carlson, Department of Design, Patricia Stuhr, Department of Art Education; and Maria Palazzi, Director of ACCAD, all support the proposal.

It is a welcome and strongly supported initiative by all concerned, and we are grateful for the work of the Literacy Studies Working Group.

Sincerely,



Valarie Mockabee
Acting Assistant Dean, College of the Arts
Associate Professor, Department of Dance

cc:

Karen A. Bell, Dean, College of the Arts
Maria Palazzi, Director, Advanced Computing Center for the Arts and Design
Patricia Stuhr, Chair, Department of Art Education
Susan Van Pelt Petry, Department of Dance
Wayne Carlson, Chair, Department of Design



COLLEGES OF THE
ARTS AND SCIENCES

August 21, 2006

Professor Harvey Graff
English Department
The Ohio State University
546 Denney Hall
164 W 17th Ave
CAMPUS

Dear Harvey:

I am writing on behalf of the Office of the Executive Dean to convey our enthusiastic support for the proposed Graduate Interdisciplinary Specialization (GIS) in Literacy Studies. The proposed specialization will offer graduate students from a variety of disciplines an opportunity to participate in the multi-faceted intellectual dialogue on our campus in areas of Literacy Studies that crosses departmental and college boundaries.

The steps taken since your arrival on our campus in instituting the "Literacy Studies @ OSU" initiative, as well as the Literacy Studies Working Group in the Humanities Institute, have created a foundation for intellectual engagement across this area that is both vibrant and dynamic. A next logical step in this process is facilitating interdisciplinary graduate study in Literacy Studies. The importance nationally of scholarship and research in Literacy Studies, as well as its connection to many disciplines in the Arts and Sciences, makes this a compelling addition to the list of GIS's on our campus. The proposal is well crafted, and should prove to be a valuable option for a variety of our graduate students.

It is clear that the proposed program will be of tremendous value to the educational opportunities for graduate students from across a number of Arts and Sciences disciplines. We strongly support the addition of the proposed GIS in Literacy Studies.

Most sincerely,

A handwritten signature in cursive script, appearing to read "Ed Adelson".

Edward Adelson
Associate Executive Dean

xc. Executive Dean Royster

Letters
of
Concurrence

Elliot Slotnick

From: Elliot E. Slotnick [Slotnick.1@osu.edu]
Sent: ~~Saturday, June 17, 2006 10:32 AM~~ 3/8/2006
To: graff.40@osu.edu
Cc: Irene Mynatt
Subject: Literacy Studies Proposal

Dear Harvey,

The Curriculum Committee of the Council on Research and Graduate Studies held its initial discussion of your Graduate Interdisciplinary Specialization proposal at its meeting held yesterday. If truth be told, given the wide girth of the proposal and its inclusiveness, coupled with some difficulty in coming to grips with just what "literacy studies" is--and isn't, the Committee had a very difficult time getting its arms around the proposal. Rather than engage you in an iterative process of e-mail queries and responses, it was felt that it would be best, at the outset, to ask you to come to a meeting of the Committee to discuss the proposal and respond to Committee members' questions.

The first meeting of the Committee in Spring Quarter will be held at 1pm on March 28th in 226 University Hall. Would you be able to attend that meeting as a first agenda item?

Best,
elliot
--

Elliot E. Slotnick
Associate Dean
The Graduate School
The Ohio State University
250 University Hall
230 N. Oval Mall
Columbus, Ohio 43210

slotnick.1@osu.edu
614-292-6031 (Office)
614-292-3656 (Fax)

Elliot Slotnick

From: Elliot E. Slotnick [Slotnick.1@osu.edu]
Sent: ~~Monday, February 26, 2007 10:45 AM~~
To: HARVEY GRAFF
Cc: Irene Mynatt
Subject: Re: Literacy Studies Proposal

Thanks, Harvey. I'm going to ask Irene to see if we might be able to scare up the troops at 12:45 for that first meeting in the hopes that you could attend, at least for a half hour which may be all that is needed. And, of course, I'd appreciate your rounding up appropriate representatives.

Perhaps the best thing that I can tell you substantively is that the Committee found the proposal to be virtually limitless in its scope and reach. They didn't really grasp what "literacy studies" really was in any bounded, finite way. The proposal seemed quite amorphous and boundary free. Frankly, I think a five minute intro by you at the meeting--or even a one paragraph advance blurb could be helpful. Another approach might be to have in mind a core course that would be common to everyone who took this program. If such a course existed, what would it look like?

I think until the Committee has a better sense of what you're all about, really searing, focused questions aren't even possible to frame.

Best,
elliot

Elliot, this response is not a complete surprise. I'll share it with our advisory/executive group (who are meeting next week) but I'm sure that we will want to meet with the committee. And I will ask you if there are any specific issues/questions that will be central to a conversation.

There is one complication: I teach on Tues. & Thurs. at 1:30. I will have to check on others' schedule but we should be able to sent representation.

Thanks for the news, as it is,

Best,

hjk

Harvey J. Graff
Ohio Eminent Scholar in Literacy Studies &
Professor of English and History
Department of English
Ohio State University
Denney Hall, 164 West 17th Avenue
Columbus OH 43210

614-292-5838 phone

From: Elliot E. Slotnick [mailto:Slotnick.1@osu.edu]
Sent: ~~Saturday, 2/20/10, 10:05 AM~~
To: HARVEY GRAFF
Cc: Irene Mynatt
Subject: Re: Literacy Studies Proposal

Thanks, Harvey--I'll share this with the Committee.

e

Elliot, another brief statement:

Literacy, it has long been said, underlies and is part and parcel of modern society and civilization. Although that simple generalization has long influenced thinking, policy-making, and school building, it no longer has that power. Reading and writing, along with other literacies, are most often seen as cultural practices whose forms, functions, and influences take their shape and play their influence as part of larger contexts: social, cultural, political, economic, historical, material and ideological. The complexities of literacy as used by people in their daily lives take on greater importance as approaches, theories, and research focus more closely on the uses, abuses, and meanings of distinct literacies. Contemporary research and writing as a result is more often interdisciplinary across the humanities, social sciences, and biological sciences with English, linguistics, history, anthropology, psychology, sociology, and cognitive studies among the most active points of exchange and debate. So, too, are the relationships between literacy and both individual and collective actions, in school, work, recreational, and other settings.

Major issues and complications for simple definitions include the "great debates" over literacy (orality v. literacy, writing v. print, illiteracy v. literacy/development/civilization/culture/progress); theories and expectations relating to literacy; individual and social foundations of literacy; literacy as reading and/or writing; literacy and cognition; literacy, schools, and families; multiple literacies, ethnographies of literacy, literacy and social action, uses and meanings of literacy.

From: Elliot E. Slotnick [mailto:Slotnick.1@osu.edu]
Sent: ~~Saturday, 3/26/2010 10:01 AM~~
To: HARVEY GRAFF
Cc: Irene Mynatt
Subject: Re: Literacy Studies Proposal

Harvey,

Sorry for the delayed response--it has been crazy here. At bottom, what the Committee would like to see at present is a revised budgetary proposal (which, at this stage of the game, is all that is "in play") in which monies are devoted to, in some way, develop the core for your program and address the issue of defining/lend some "discipline" to a prospective student's course of study--the thing addressed at the meeting. It was felt that, as currently structured, your budgetary request is aimed at some very specialized facets of the program you propose--while the Committee sees the most important issue for going forward to be defining and locating the specialization's focal point. Is there some way that a budgetary request can be made aimed at the areas that the Committee feels needs the greatest immediate development?

Best,
elliot

Elliot, an interesting and constructive airing today.

I'm hoping that Literacy Studies can have a prelim go ahead so we can work on a more unified and sharper and smaller set of core courses.

I guess I can't say how much I yearn for interdiscip cmtes!!

hjk

Harvey J. Graff
Ohio Eminent Scholar in Literacy Studies &
Professor of English and History
Department of English
Ohio State University
Denney Hall, 164 West 17th Avenue
Columbus OH 43210

From: Elliot E. Slotnick [mailto:Slotnick.1@osu.edu]
Sent: Saturday, June 17, 2006 1:57 AM
To: HARVEY GRAFF
Cc: Irene Mynatt
Subject: Re: Literacy Studies Proposal

Harvey,

I think either approach could be fine. I'd go with the one that made the most sense in terms of the work expectations associated with the course development in the different settings. If you distinguish between what you are seeking, though, for the elective core versus the required core, I think that you'll have a bit more justification (justificatory?) work needed in the proposal.

Most importantly, it seems to me, is making sure that the Committee is made aware that you will have both a central required core as well as an "elective" core in the proposal. I think this is precisely the kind of constraints and boundaries they have been seeking in the proposal.

Best,
elliot

Elliot, when we talked on Fri., I was thinking of a budget along these lines:

to develop required core courses
Graff \$2500
Farr 2500

to develop elective core courses
4 courses @ \$2500

That, we felt, would meet the Curric Cmte's charge to us.

Do you think that this would also be acceptable:

Required core 2 @ \$1500
Elective core 4 @ 3000

I'm also attaching a spring quarter literacy studies newsletter in case you've not seen it.

Thanks,

hjk

Harvey J. Graff

Elliot Slotnick

From: Elliot E. Slotnick [Slotnick.1@osu.edu]
Sent: ~~Monday, June 7, 2006 11:57 AM~~
To: Irene Mynatt
Cc: graff.40@osu.edu
Subject: Fwd: Literacy Studies GIS revision

Harvey,

We will forward this to the Committee for review as a revised proposal. Stay tuned.

elliot

Date: Wed, 12 Apr 2006 09:20:35 -0400

From: HARVEY GRAFF <graff.40@osu.edu>
Subject: Literacy Studies GIS revision
To: "Elliot E. Slotnick" <slotnick.1@osu.edu>
Cc: graff.40@osu.edu, farr.18@osu.edu
X-Accept-Language: en
Priority: normal
X-CanItPRO-Stream: slotnick.1 redirected to 11_tagonly_no_subject
Original-recipient: rfc822;slotnick.1@osu.edu

Elliot, we've revised the budget and course requirements pages of the GIS in Literacy Studies preliminary proposal to reflect the concerns of the Curriculum Committee. Specifically, we've reorganized and streamlined the core for both clarity and stronger student/program foundations. We have reformed the core into a 2-course Required Core for all students and a further Elective Core from which students may choose depending on interests and possible areas of concentration. We've also shifted the budget categories and priorities accordingly. It is a clearer and stronger proposal now, we think. For that we thank the Committee (and you).

As we await the Committee's review and decision, we'll need you to brief us on the next steps in development of the GIS and its review/approval.

Best wishes,

hjj

Harvey J. Graff
Ohio Eminent Scholar in Literacy Studies &
Professor of English and History
Department of English
Ohio State University

Elliot Slotnick

From: Elliot E. Slotnick [Slotnick.1@osu.edu]
Sent: ~~Saturday, June 11, 2011, 12:29 PM~~
To: graff.40@osu.edu
Cc: jo wittenauer; Irene Mynatt

Dear Harvey,

I am happy to inform you that, at its last meeting, the Curriculum Committee of the Council on Research and Graduate Studies voted to award you the \$15,000 requested through our grants program for the development of Interdisciplinary Graduate Specializations and Minors. As per your request, of this money \$5,000 is to be devoted to the development or offering of the two required core courses while \$10,000 is to be devoted to the development or offering of four elective core courses in your proposed Graduate Interdisciplinary Specialization in Literacy Studies.

Our Fiscal Officer, Jo Wittenauer, will be in touch with you regarding the disbursement of the \$15,000 in grant funds. Once the funds have been utilized, we request that a report be submitted to us documenting the expenditures of these funds for our files.

Best wishes and much luck as you continue to pursue the development of a Graduate Interdisciplinary Specialization in Literacy Studies.

Best,
elliott

--
Elliot E. Slotnick
Associate Dean
The Graduate School
The Ohio State University
250 University Hall
230 N. Oval Mall
Columbus, Ohio 43210

slotnick.1@osu.edu
614-292-6031 (Office)
614-292-3656 (Fax)

-----Original Message-----

From: Elliot Slotnick [mailto:slotnick.1@osu.edu]
Sent: Thursday, June 29, 2006 10:38 AM
To: HARVEY GRAFF
Subject: RE: RE: Re: GIS

Sorry, Harvey--I actually read the proposal some time ago and then put it on the bottom of a pile on my desk from which it was never likely to emerge. I think its in good shape--certainly at a point where the Committee can start looking for things that I may be missing. My only suggestions right now are pretty minor ones. For one, spell out the meaning of certain acronyms--at least the first time that you use them with the acronym following in parens. Thus, for example, at the top of page 5, I know what RCI and COE are-but Committee readers likely would not. On page 6 you have (under letters of support) Andrew listed instead of Andrews. On page 8, I assume that all of these folks are in agreement regarding the service you have laid out for them? And everybody whose courses are utilized is on-board as well?

I still think the Committee might fuss about the incredibly extensive list of potential electives--the lack of constraint and structure that such an approach may suggest--but that's an empirical question and we ought to test the waters and see how they react in this regard.

Sorry for the delayed response. This has been waiting to be written for too long. I hope that the summer goes well...

elliott

-----Original Message-----

From: HARVEY GRAFF [mailto:graff.40@osu.edu]
Sent: Wednesday, June 28, 2006 7:26 PM
To: Elliot Slotnick
Subject: Re: RE: Re: GIS

Elliot, consider this a little nudge, per your instructions.

thanks,

hjj

----- Original Message -----

From: Elliot Slotnick <slotnick.1@osu.edu>
Date: Monday, June 19, 2006 3:06 pm
Subject: RE: Re: GIS

> Sure--nudge me if I don't get back to you in the next week or so...

>

> e

>

> -----Original Message-----

> From: HARVEY GRAFF [graff.40@osu.edu]
> Sent: Sunday, June 18, 2006 10:46 AM
> To: Elliot E. Slotnick

> Subject: Re: Re: GIS
>
> Elliot, would you be willing to cast your eye over what I hope is
> the almost
> final version of the GIS in Literacy Studies proposal?
>
> My thanks and best wishes,
>
> hjg
>
>
>
> Harvey J. Graff
> Ohio Eminent Scholar in Literacy Studies &
> Professor of English and History
> Department of English
> Ohio State University
> Denney Hall, 164 West 17th Avenue
> Columbus OH 43210
>
> 614-292-5838 phone
> 614-292-7816 department fax
>
> email graff.40@osu.edu
> <http://people.cohums.ohio-state.edu/graff40/>
>
> ----- Original Message -----
> From: "Elliot E. Slotnick" <slotnick.1@osu.edu>
> Date: Wednesday, May 24, 2006 9:00 am
> Subject: Re: Re: GIS
>
> > Yup-- Some have "menus" with courses in some number of areas and
> > distribution requirements for course taking across the areas.
> > One
> > new
> > one (Natural Resources) actually makes students choose between a
> > Depth or Breadth approach--with students taking ALL of their
> > electives in one substantive area--and others taking no two
> > electives
> > from the same area. Frankly, it is the desire for some
> > structure
> > that has led to many of the Committee's earlier concerns about
> > your
> > proposal. The core course work goes a long way towards dealing
> > with
> > that. Tracks /concentrations/distribution requirements would be
> > very
> > much welcomed...
> >
> > Cheers,
> > e
> >
> > > Elliot, do any of the current GIS have "tracks" or
> > concentration
> > > areas within them? Do any of them have unusually effective ways
> > of
> > > displaying options and/or elective choices?

Elliot Slotnick

From: Elliot Slotnick [slotnick.1@osu.edu]
Sent: Tuesday, September 26, 2006 8:26 AM
To: ~~HARVEY GRAFF~~
Subject: RE: GIS

In the wake of the Beck Report--which recommends abolishment of the current Research and Graduate Council in favor of a small advisory board for the Dean--as well as eliminating much of the role of the Graduate School in curriculum review--we will be operating with a "truncated" Council of last year's returning members (no new folks) and only two functioning Committees (Curriculum and Policy and Standards). We are, at present, attempting to convene this transitional body and getting its Committees in place and working. I would anticipate the review process on your proposal to start in mid-October and, hopefully, we can have it out of the Graduate School and on to Randy Smithy and CAA by Quarter's end. I'll keep you posted.

Best,
elliott

-----Original Message-----

From: HARVEY GRAFF [mailto:graff.40@osu.edu]
Sent: Tuesday, September 26, 2006 8:05 AM
To: Elliot E. Slotnick
Subject: GIS

Elliot, where are we with regard to the Literacy Studies GIS proposal?

Thanks

hjj

Harvey J. Graff

Ohio Eminent Scholar in Literacy Studies & Professor of English and History Department of English Ohio State University Denney Hall, 164 West 17th Avenue Columbus OH 43210

614-292-5838 phone
614-292-7816 department fax

email graff.40@osu.edu
<http://people.cohums.ohio-state.edu/graff40/>

Elliot Slotnick

From: Elliot Slotnick
Sent: Thursday, December 14, 2006 10:41 AM
To: 'Harvey Graff'
Cc: 'smith.70@osu.edu'; 'Dena Myers'
Subject: RE: RE: GIS

Hi Harvey,

Sorry for the delayed response. I was out of town all of last week and have spent this entire week digging out and doing triage. I did chat with Randy earlier today and, I think, I can address your timeline concerns.

Your program proposal has been discussed at the past two meetings of the Curriculum Committee. At the second meeting we had the benefit of Adrienne Dixson's presence as a Committee member who had some close-up familiarity with your proposal and she was quite supportive and helpful. There is only one remaining substantive matter about the proposal that the Committee would like some input on—and since they won't be reconvening until after the new Quarter begins, raising the (simple) matter did not reach the front of my triage assignments but I am there now. The concern raised had to do with the treatment of the Science and Technology area in your proposal. There seems to be much focus on these fields in the proposal but it is less clear that there is sufficient or existing course coverage at present to meet that focus. Could you please comment on the status of potential new courses in this area and the present situation regarding courses already in play and their availability.

The one other matter the Committee wished to be informed on is a bit more delicate one, but certainly not a "make or break" concern and that concerns the role /position of David Bloome in all of this. While your proposal lists David as one of the strong literacy resources at Ohio State, there was some recognition that he wasn't really "in play" in a meaningful way in the proposal. And, of course, you have letters of support from both the School Director of T@L as well as the Dean—but nothing from David who is the T@L GSC Chair. The Committee felt that in the interest of getting full information on your proposal, it would be useful to at least hear David Bloome's perspective on it. David is not aware of this yet but I will be writing him soon seeking his input. (Another item pretty low on this week's triage list!)

Again, I wish to underscore—as we've actually discussed long ago—approval of your proposal is not in any way contingent on any one person's support. But the Committee felt that David's perspective should be sought. We'll attend to that, probably in our first meeting in January. Full Council meetings are not yet scheduled for the Winter yet—but I am hopeful of getting this out of our Committee by the end of January, to the full Council in February and to Randy shortly thereafter.

I hope this helps and, again, apologies for leaving you in the dark for a few days...

Best,
 elliot

From: Harvey Graff [mailto:graff.40@osu.edu]
Sent: Tuesday, December 12, 2006 8:30 AM
To: Elliot Slotnick
Subject: RE: RE: GIS

No news, Elliot?

hjj

At 01:58 PM 10/24/2006, you wrote:

2/9/2007

There is only one remaining substantive matter about the proposal that the Committee would like some input on: The concern raised had to do with the treatment of the Science and Technology area in your proposal. There seems to be much focus on these fields in the proposal but it is less clear that there is sufficient or existing course coverage at present to meet that focus. Could you please comment on the status of potential new courses in this area and the present situation regarding courses already in play and their availability.

Science and Technology area

The Committee is correct in pointing to a gap or lag between the importance of the fields of science and technology and active interests in literacy and literacies among them, on the one hand, and the present state of course offerings in those areas at OSU, on the other hand. We are aware of the situation and working to remedy it.

The courses now listed in the proposal are a minimum. The Psychology courses listed are those specifically recommended—taking into account their availability—by Gifford Weary, Chair, Department of Psychology. Connecting interests in the science departments and colleges, especially in Biology, with those in the College of Education and Human Ecology, there is also active interest in literacy in Science Education, and some movement of graduate students between them.

In addition, we are engaged in continuing conversations with deans and faculty especially in the Colleges of MAPS and Biology, and the OSU Medical Center and the health sciences

We are developing new core courses in the areas of Science and Technology with the support of funding for the GIS from the Graduate School:

Science Literacy(ies)—Susan Fisher, Professor of Biology
Syllabus in active development, with plans beginning for offering the course
Syllabus previewed at Dec. 2006 meeting of the LSWG Executive Group

Health Literacy(ies)—Sandy Cornett, Colleges of Medicine, Nursing, Public
Health; Henry Fields, College of Dentistry; Doug Post, College of
Medicine are developing a course in health literacy with its home
in the College of Medicine
Draft syllabus now complete and reviewed critically at Dec. meeting of
LSWG Executive Group
Beginning formal course approval process; in College of Medicine and
with ASC cross-listing

In addition, the course in Visual Literacy under development by Carolina Gill, Susan Metros, and Kevin Tavin in the College of Arts also builds on joint efforts, especially in the area of Design with the College of Engineering

We are working to promote the planning and development of more literacy-related courses throughout the sciences, engineering, and professional colleges at OSU.

From: Elliot Slotnick

Sent: Tuesday, February 06, 2007 9:38 AM

To: 'HARVEY GRAFF'

Cc: Susan Reeser; smith.70@osu.edu; 'Marcia Farr'; Patrick Osmer

Subject:

Dear Harvey,

Excellent news—which you may have already heard. . By a vote of 8 in favor, 1 opposed, and 1 abstention the GIS in Literacy Studies was recommended for approval by the full Research and Graduate Council. That's the "excellent" news. I also have what may be additional good news (or, perhaps, an impossible burden) given my knowledge of your desire to move this out of our processes and into Randy's at CAA as soon as practicable.

As it turns out, there is a meeting of the full Council tomorrow (Wednesday) starting at 3:30pm in 056 University Hall. If you or your representative (Marcia?) can make it to the meeting by about 4:15pm for what we project will be a 4:30 place on the agenda, we should be able to get it out of our processes and into Randy's this week. We wouldn't "need" much from you—just a (very) short presentation of what you are proposing—no more than 5 minutes—and then your availability for Q@A from the floor. If we can't get this through Council tomorrow, the next meeting is not until March 14th. I apologize for not alerting you to this possibility before now but, frankly, I did not think there was a realistic chance of getting this out of Committee going into yesterday's meeting and thought that the March meeting would be the target. Can you be there?

Randy, I am scheduled to be at CAA tomorrow starting at 3:30 for the two graduate proposals on your agenda. If we're a go with Literacy at the RGC I will, for sure, have to be back at our meeting in time for the 4:30 agenda item. I know that shouldn't be a problem, but wanted to give you a heads up.

Best,
elliot