

Status: PENDING

PROGRAM REQUEST
Interdisciplinary Specialization in Literacy
Studies

Last Updated: Myers, Dena Elizabeth
05/31/2011

Fiscal Unit/Academic Org Graduate School Admin - D3000
Administering College/Academic Group Arts And Sciences
Co-administering College/Academic Group
Semester Conversion Designation Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name
Proposed Program/Plan Name Interdisciplinary Specialization in Literacy Studies
Program/Plan Code Abbreviation LITSTUD-IS
Current Degree Title

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				12	
Required credit hours offered by the unit	Minimum			6	
	Maximum				
Required credit hours offered outside of the unit	Minimum			6	
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Understanding literacy in its specific historical, social, cultural, political, and economic contexts
 - Recognizing that the origins of literacy lie in language and the uses of language vary from context to context
 - Exploring literacy's place in cognition and communication, and in relation to other modes of communicative competence
 - Studying acquisition, uses, practices, and consequences of literacy and literacies across age, gender, race, class, ethnicity, geography, and media
 - Investigating the uses, abuses, complexity, and contradictions of literacy as a social practice
 - Developing critical approaches to common assumptions about the importance, power, and centrality of literacy
 - Distinguishing and evaluating the literacies of academic disciplines for their commonalities and differences
 - Critiquing and redeveloping communication and understanding across different literacies
 - Recognizing that literacy cannot be reduced to one definition, nor to one effect on people or societies

Assessment

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Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.

Under the quarter system, the specialization requires 21-23 hours of coursework:

- Core Courses (13-15 hours)
- Elective Courses (8-10 hours)

Under the semester system, the specialization will require 12-15 hours of coursework, ten hours of which must come from outside the student's major area of study:

- Core Courses (6 hours)
- Introduction to Graduate Studies in Literacy (English 6750)
- History of Literacy (English 7884; cross-listed in History)

Elective Coursework (6-9 hours)

Students may choose between producing a paper of publishable quality or completing 3 additional hours of coursework. The paper-option is intended to encourage students to integrate, extend, and apply the insights of different disciplines to a specific issue, question, or inquiry.

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- GIS in Literacy Studies letter, rationale, course list.pdf: Cover letter, rationale, course list, policy
(Program Proposal. Owner: Hanson,Susan Stimson)
- GIS-LS Letter of Concurrence.pdf: Letter of Concurrence
(Support/Concurrence Letters. Owner: Hanson,Susan Stimson)
- GISForm.pdf: Advising sheet
(Semester Advising Sheet(s). Owner: Hanson,Susan Stimson)

Comments

- The Graduate School notes that the required credit hours outside the unit should be 10 not 6 and since this is a GIS it is NOT a degree program. *(by Myers,Dena Elizabeth on 05/31/2011 02:05 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hanson,Susan Stimson	03/28/2011 11:42 AM	Submitted for Approval
Approved	Myers,Dena Elizabeth	04/29/2011 04:21 PM	Unit Approval
Removed	Dutton,Anthony Richard	04/29/2011 04:42 PM	Ad-Hoc Approval
Revision Requested	Myers,Dena Elizabeth	04/29/2011 04:44 PM	College Approval
Submitted	Hanson,Susan Stimson	05/02/2011 09:24 AM	Submitted for Approval
Approved	Dutton,Anthony Richard	05/02/2011 03:22 PM	Ad-Hoc Approval
Approved	Myers,Dena Elizabeth	05/27/2011 03:05 PM	Unit Approval
Approved	Myers,Dena Elizabeth	05/27/2011 03:05 PM	College Approval
Approved	Myers,Dena Elizabeth	05/31/2011 02:05 PM	GradSchool Approval
Pending Approval	Soave,Melissa A Cameron,Erin Marie	05/31/2011 02:05 PM	CAA Approval

February 17, 2011

To: Elliot Slotnick, Associate Dean, The Graduate School

From: Harvey J. Graff, Professor of English and History

RE: Revisions to the Graduate Interdisciplinary Specialization in Literacy Studies

This memo explains the rationale behind the proposed revisions to the Graduate Interdisciplinary Specialization in Literacy Studies. The changes are driven, first and foremost, by the conversion from the quarter system to semesters.

Under the quarter system, the specialization requires 21-23 hours of coursework:

Core Courses (13-15 hours)
Elective Courses (8-10 hours)

Under the semester system, the specialization will require 12-15 hours of coursework, *ten hours of which must come from outside the student's major area of study*:

Core Courses (6 hours)
Introduction to Graduate Studies in Literacy (English 6750)
History of Literacy (English 7884; cross-listed in History)
Elective Courses (6-9 hours)

Of the three core courses that are currently required, we will continue to require the two foundational courses, but we will no longer require a third core course chosen from a short list. Instead, the student will establish a *cohesive* emphasis for the remaining hours in consultation with his or her faculty advisor and a coordinating advisor of the Interdisciplinary Specialization in Literacy Studies. The student might consider as a starting point the issues and questions within literacy studies that are especially relevant now and that anticipate significant research and possible career opportunities.

- Social and Cultural History of Literacy
- Reading: Reading Practices, History of Reading; Multimodal Reading
- Writing: History of Writing; Multimodal Writing; Writing and Symbol Systems
- Literacy Education; Reading Education; Writing Education
- Language, Literacy, and Literature; Translation; Multilingualism
- Literacy and Print Media; Book History; Printing, Publishing, Reader Response
- Literacy in Science; Science Education; Technology and Engineering Education
- Literacy and Digital Media; Information; Communication; Technology
- Literacy and Visual Media; Popular Culture; Visual Design
- Literacy and the Arts; Art Education; Music Education
- Literacy and Politics; Public Policy; Law and Social Action
- Literacy, Health, and Medicine; Allied Medicine
- Literacy in the Family; Religion, Class, Gender, Sexuality
- Literacy in the Community; Social Work and Welfare
- Literacy in the Workplace/Marketplace

The list of foci demonstrates that issues of literacy and its study extend across disciplines, across colleges, across the University. Our Executive Advisory group itself includes members from many disciplines, colleges, and campuses. We have begun to identify and involve faculty in additional areas. Our goal is to create a network of specialization advisors across campus who can help coordinate and promote the specialization's interdisciplinarity. This shift in emphasis should raise the visibility and viability of the specialization even further.

We have also taken the opportunity to introduce a new option in the elective requirements. Students may choose between producing a paper of publishable quality or completing 3 additional hours of coursework. The paper-option is intended to encourage students to integrate, extend, and apply the insights of different disciplines to a specific issue, question, or inquiry.

Option 1: 6 hours in related courses *and* a critical or research paper of publishable quality

Option 2: 9 hours in related coursework

Many, many courses across the graduate curriculum focus on literacy or otherwise concern the study of making, communicating, and understanding meaning. We will, as we do currently, compile a list of recommendations once the semester course bulletin is finalized, but our aim is to be nimble; that is, to continue expanding the possibilities rather than limiting them to a select list of approved courses.

We look forward to continuing the work of LiteracyStudies@OSU in the Graduate Interdisciplinary Specialization in Literacy Studies.

Graduate Interdisciplinary Specialization in Literacy Studies
Requirements and Curriculum Revisions in anticipation of the conversion to semesters

The interdisciplinary specialization in literacy studies requires 12-15 hours of coursework, *ten hours of which must come from outside the student's major area of study.*

Core coursework: 2 courses (6 hours)

Elective coursework: 2-3 related courses (6-9 hours)

The principal goals and opportunities of the specialization include

- Understanding literacy in its specific historical, social, cultural, political, and economic contexts
- Recognizing that the origins of literacy lie in language and the uses of language vary from context to context
- Exploring literacy's place in cognition and communication, and in relation to other modes of communicative competence
- Studying acquisition, uses, practices, and consequences of literacy and literacies across age, gender, race, class, ethnicity, geography, and media
- Investigating the uses, abuses, complexity, and contradictions of literacy as a social practice
- Developing critical approaches to common assumptions about the importance, power, and centrality of literacy
- Distinguishing and evaluating the literacies of academic disciplines for their commonalities and differences
- Critiquing and redeveloping communication and understanding across different literacies
- Recognizing that literacy cannot be reduced to one definition, nor to one effect on people or societies

I. CORE COURSEWORK (6 hours)

The specialization includes 2 core courses. The core courses cover the foundations of literacy studies, including the central questions, history, theories, approaches, and methods.

Introduction to Graduate Studies in Literacy (English 6750)

Introduction to advanced study of the origins, definitions, and development of reading and writing, and the study of literacy, with varying perspectives on historical, theoretical, ideological, and technological issues, changing views, and Great Debates about literacy's power and effects.

History of Literacy: Literacy Past and Present (English 7884; cross-listed in History)

Advanced exploration of the history and theories of literacy and literacy studies, the relationship of literacy to ongoing societies, cultures, and social change; and the study and understanding of acquisition, use and practice, and impacts of reading and writing in their historical contexts.

II. ELECTIVE COURSEWORK (6-9 hours)

Many courses across the graduate curriculum focus on literacy or otherwise concern the study of making, communicating, and comprehending meaning. The student should establish a cohesive emphasis for the elective coursework in consultation with his or her faculty advisor and a coordinating advisor of the interdisciplinary specialization in literacy studies. The student might consider as a starting point for that discussion the areas within literacy studies that are especially relevant at the present and that anticipate significant research opportunities.

- Social and Cultural History of Literacy
- Reading: Reading Practices, History of Reading; Multimodal Reading
- Writing: History of Writing; Multimodal Writing; Writing and Symbol Systems
- Literacy Education; Reading Education; Writing Education
- Language, Literacy, and Literature; Translation; Multilingualism
- Literacy and Print Media; Book History; Printing, Publishing, Reader Response
- Literacy in Science; Science Education; Technology and Engineering Education
- Literacy and Digital Media; Information; Communication; Technology
- Literacy and Visual Media; Popular Culture; Visual Design
- Literacy and the Arts; Art Education; Music Education
- Literacy and Politics; Public Policy; Law and Social Action
- Literacy, Health, and Medicine; Allied Medicine
- Literacy in the Family; Religion, Class, Gender, Sexuality
- Literacy in the Community; Social Work and Welfare
- Literacy in the Workplace/Marketplace

Option 1: 6 hours in related courses *and* a critical or research paper of publishable quality
The purpose of the first option is to encourage the student to integrate, extend, and apply the insights of different disciplines to a specific issue, question, or inquiry. The student should establish a focus for the paper in consultation with his or her faculty advisor and a coordinating advisor of the specialization.

Option 2: 9 hours in related coursework
The student should establish a focus for the coursework in consultation his or her faculty advisor and a coordinating advisor of the specialization.

Graduate Interdisciplinary Specialization in Literacy Studies

Quarter-to-Semester Transition Policy

Students who take approved courses under the quarter system are expected to suffer no penalties as a result of the transition to semesters or the proposed modifications to the requirements Graduate Interdisciplinary Specialization in Literacy Studies, provided they work closely, as is expected, with a coordinating advisor to develop a plan to complete the requirements.

Under the quarter system, students are required to take 3 core courses (13-15 quarter hours) and 2 elective courses (8-10 hours). The proposed modifications call for 2 core courses (6 semester hours) and 2-3 elective courses (6-9 semester hours), depending on the student's program of study, as well as their reasons for pursuing the specialization. (Note: Under the proposed modifications, the student may choose to produce a paper of publishable quality or take a third elective.)

Students who satisfy the 3 core course requirements under the quarter system may count the third core course as an elective under the semester system.

For students whose core and elective course work spans quarters and semesters, we will divide credit hours taken on the quarter system by $\frac{2}{3}$ to calculate the semester credit hour equivalent.



**Graduate Interdisciplinary Specialization
Procedures**

Graduate School
247 University Hall
230 North Oval Mall
Columbus, OH 43210
Phone: 614-292-6031
Fax: 614-292-3656
Email: Jordan.194@osu.edu

GRADUATE INTERDISCIPLINARY SPECIALIZATION PROGRAM FORM

Student Name: _____

OSU Email Address: _____

Name of Graduate Interdisciplinary Specialization: _____

Graduate Interdisciplinary Specialization Program of Study

<u>Department</u>	<u>Course #</u>	<u>Course Title</u>	<u>Credit Hrs.</u>

Student Signature Date

Advisor Signature Date

Graduate Studies Chair in Graduate Interdisciplinary Program Date



Department of English

164 West 17th Avenue
Columbus, Ohio 43210-1370

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

25 March 2011

Dear Harvey,

The Department of English is pleased to endorse the proposed revisions and offer concurrence to the Graduate Interdisciplinary Specialization in Literacy Studies, developed originally by yourself, Professor Marcia Farr, and LiteracyStudies@OSU.

This specialization continues to be of particular interest and relevance to faculty and students in the Department of English. The specialization has and can be expected to continue to call attention to the role of literacy and the interdisciplinary opportunities literacy studies represents to disciplines across campus. We anticipate continuing to supporting it through a range of modes, including department resources, faculty involvement, and where necessary the development of new courses.

Sincerely,

Richard

Richard Dutton
Humanities Distinguished Professor of English
Chair, Department of English