Goals/Learning Objectives:

- To better understand the landscape of adult literacy (practice and policy) in the US
- To understand connections between adult literacy and larger systemic inequities
- To better understand participatory pedagogy and its underlying philosophical foundations

COURSE DESCRIPTION

In this course students will be introduced to the field of adult literacy and explore some of the current themes and issues within the field. We will read, discuss and write about the adult student, our own and society's assumptions about literacy, educational theory, and strategies and philosophies of teaching practice. All of this class work will be informed by and at the same time support each student's work in an adult education program. As students begin to work in their field sites the focus of the class may move between broader issues of literacy, power, privilege and education theory and more specific questions and issues that students are encountering in their field sites. I am leaving some room in our reading schedule to have time and space for reading and writing about and discussing these issues as they arise. I envision this class as a collaborative project. We will come together each week to share, question, and explore based on the work and teaching we have each done that week. I hope we can create a space where we all feel comfortable bringing our experiences (both positive and negative), giving and receiving feedback and suggestions, and recognizing that, at times, we may
raise more questions than we answer. This is a very demanding course, requiring a lot of work, time, attention to detail and commitment. This level of work and commitment is particularly necessary because your field sites and your students will expect you to come prepared for each session. You should view your work at the field sites as a job. You will be supported in this job by myself and the staff at the sites but you are expected to take the work seriously and do it well.

Responsibilities You have a responsibility to your field site. Once you have made a commitment to your field site and agreed upon a schedule, you are responsible to honor this commitment. The literacy programs and, more importantly, the students, depend upon you and expect you to show up on time and prepared.

You have a responsibility to the group to be at all class meetings and on time. All students are expected to attend and participate in all classes. Persistent lateness and/or early departures from class will negatively affect your final grade. It is your responsibility to keep up with the class work if you are absent. This is not a lecture class. The class will focus on class participation in a variety of means. Since there is no way to make up the work by borrowing someone else's notes, it is your responsibility to come to every class and to come on time.

You are responsible for completing all work for the class on time. Assignments must be completed by the beginning of each class meeting. Assignments will NOT be accepted via email. All work must be typed and double-spaced.

You are responsible for reading all the texts assigned. You will be assigned reading for approximately every other class meetings. The work in that class meeting will be based on the readings so if you have not read the text, you will not be able fully participate in the class.
**You are responsible for your own participation.** Participation is critical for success in this course. Participation is defined as completing homework assignments and actively, appropriately and respectfully engaging in group discussion and class activities.

**Assignments Field Work:** You are expected to work 20 hours at your field site (including teaching and planning) during the semester. See descriptions further on in the syllabus of field sites. You will work with the teachers and staff at your site to plan what you will be doing during your time at the site. Possible activities include: observing classes, assisting the teacher, preparing for class with the teacher, working with individual students or small groups, teaching the whole group, and participating in site events. This is an email sent to all the field sites concerning the appropriate roles and responsibilities of LIA students at their sites.

*I want to take a moment to talk a bit about the LIA students and expectations around roles and responsibilities. It is important to remember that the LIA students are not in an education program and they are not training to be teachers. The class does attract students who have had some minimal tutoring experience in the past, but for the most part the LIA students do not have any real experience and training as tutors. Some sites ask the LIA students to participate in their tutor training sessions and other sites match the LIA students to teachers who often act as a model and a mentor for the NYU students. These are great way to prepare and guide the students as they assist in classrooms and work with students. I know that many programs are stretching to match their budget to the need in their community. Ideally the LIA students can help in this regard as they assist teachers in the classrooms, collaboratively create or do research on materials and activities for the class, work with small groups of students or work with individual students. These are all appropriate tasks for the LIA students. It is not appropriate to think of the LIA students as teachers and ask them to take on the responsibilities of a teacher. At many sites the level of responsibility that the LIA student takes on increases over the course of the semester, often*
culminating in the LIA student planning and facilitating a lesson or a portion of a lesson with a class. This pace of development has been extremely beneficial to the NYU students and has allowed them to gain a level of comfort with the organization, the teachers and the students before also taking a lead in instruction.

You will write **5 site logs** during the semester. A template for the site visit log is attached. These logs will act as a record of your work at the field site. The logs are the place to reflect upon your work at the site, raise and answer questions, and plan for your next visit. They are also a means for you to communicate with me about the work happening at all the sites. The logs cannot be submitted at the end of the semester but throughout the course (every other week after beginning your placement would be a good way of spacing the logs out).

Time will be set aside in most class meetings for discussion of your fieldwork. Please come prepared for these discussions. You could bring up an issue/concern, share a success, ask for help or suggestions, share your lesson plans, share student work, and raise questions. Some weeks I may give you short assignments to prepare for these discussions. **(20%)**

**Lesson Study:** You will work in small groups to plan a lesson, possibly teach the lesson at a field site, and then debrief and report on this lesson. You will do this twice during the semester. **(10% of final grade)**

**Teach In:** In small groups, you will be required to do a teach in of chapters in two texts (overview of salient points in chapters, compare/contrast, and raising of questions **(10%)**

**Policy Brief:** You will research a policy point or program detail within the field of adult literacy and ESOL. **(15% of final grade)**

**Literacy Profile:** You will interview an adult education student and write a 3-6 page profile of him or her. **(10% of final grade)**
**Book Review:** Choose one of the five texts selected and write a critical review of the text. The texts will be listed under Readings. In the review, be sure to answer the following questions:
- What relevance does this text have to the course (both in terms of pedagogy and philosophy)?
- Whose voices are heard in this piece?
- How is democracy defined in the text?
- To what extent does the text increase students’ or teachers’ democratic agency?
- To what extent does the text present teaching/learning as individual acts?
- What contribution does the text make to the understanding and realization of democratic forms and processes?
- What vision of education (and more specifically adult literacy) might be articulated by this text?
- What ethical dilemmas/contradictions are raised through the text about education/society? (10%) 

**Final Reflection Paper:** At the end of the course, you will reflect upon the work of the course, your work at your field site and any changes and developments within yourself. This paper should be 3-6 pages long. Final reflection papers are due the last day of class (December 13). (10% of your final grade) **Please note that attendance and informed class participation will also be factors in your grades.**

**Article Share** – At least once over the course of the semester, you will be asked to share an adult literacy article of your choice that, in some way, raised important insights/questions for you regarding your experience at your field site as well as your deepening understanding regarding the issues in adult literacy. (5%)

**Participation** – coming to class prepared to discuss/raise issues grounded in the readings as well as participating in discussions during site check in portion of course (10%)
**Plagiarism:** Please be aware that my expectation is for original work. Incorporating the writing and/or ideas of others into your own work in a way that makes the reader believe that they are your own words and thoughts is plagiarism, which is a form of theft that has serious academic consequences. Most of the writing in this course is either your independent response to a reading or reflection of the work of the class or your work in the field site, all of which lends itself to original thought. However, the issue brief is a research project and my expectation is that you will draw upon the writing and thinking of others to develop your own analysis. Please make this analysis your own and properly cite your resources and references. If you feel at all unsure about your work in this regard, feel free to contact me. I would be happy to help you.

**Readings:** You will be reading a mix of the theoretical and the practical. Ideally this mix will both ground your teaching practice in sound educational theory and also provide concrete strategies for teaching. A course packet of required readings will be available for purchase at New University Copy (27 Waverly Place) after 9/7. As issues, themes and questions come up in the class, I will provide supplemental readings that are relevant. If you come across a reading that you think might be of interest to the class, please let me know. I would be happy to make copies.

**Other texts** (for teach in). These texts should be purchased independently.
*Pedagogy of the Oppressed* by Paulo Freire
*We Make the Road by Walking*: Myles Horton and Paulo Freire
Edited by Brenda Bell, John Gaventa, and John Peters

**List of Books for Review** (choose 1 from the following list)
- hooks, b. (1994). *Teaching to Transgress* (Routledge)
Weekly Check-in: You will be out in the field for much of the work in this class so in order to stay connected to you and your progress in this course, I will be meeting with each of you for 10 minutes after class after you begin your site work. This is just a quick check-in for both you and me. It is a time for you to let me know more about what is happening or on the horizon for you at your field site. It is also an opportunity for me to ask questions and answer questions as well give you some additional feedback. I will meet with students depending on when they start their fieldwork. I will let you know the week before we will be meeting.
Literacy in Action  Gallatin School Fall 2016

Calendar

Sept 6  Icebreaker, Introductions, Introduction to Field Sites, Course Overview, Article

Sept 13  Syllabus Review
Field site Introductions (continued)
Intro to Lesson Planning
Reading: “Social Class and the Hidden Curriculum of Work” Anyon (linking article to your own history of schooling)

Sept 20  K-12 schools
Guest Speaker
Unpacking Learning Experiences
Connecting K-12 and Adult Literacy (Anyon article continued)
Article Share (any one article that resonated with you from NCSALL, Focus on Basics, WE LEARN or another adult literacy focused website)

Sept 27  Discussion of Student Interview
Participatory Education – Contradictions and Dilemmas
Funding Streams of Adult Literacy in NYC
Field Site Check In – Bud (possibility), Thorn (critique), Rose (success)
Article Share (any one article that resonated with you from NCSALL, Focus on Basics, WE LEARN or another adult literacy focused website)

Oct 4  Lesson Study-prep and presentation
Power, Privilege, and Adult Literacy - Discussion
Reading: Making Meaning Making Change Auerbach – chapter 1 p. 7-22, chapter 4 (linking reading to 2
emancipatory practices (or possibilities of those practices) you witnessed at site)
Field Site Check-in – Bud, Thorn, Rose
**Due:** Site Log
Article Share (any one article that resonated with you from NCSALL, Focus on Basics, WE LEARN or another adult literacy focused website)

Oct 11
Field Site Check In – Bud, Thorn, Rose
Discussion of Policy Brief Topics
Teach In – Chapter 1 – Pedagogy of the Oppressed and Chapter 1 of Make the Road by Walking (overview of salient concepts in texts and compare/contrast main ideas presented in each text, raise questions)
Discussion of Student Interviews
Article Share (any one article that resonated with you from NCSALL, Focus on Basics, WE LEARN or another adult literacy focused website)

Oct 18
Lesson Study-debrief
**Due:** Site Log
**Reading:** “Stories and Theories” Coles (linking article to connections to trauma and adult literacy. What possibilities does this piece have to adult literacy instruction?)
Field Site Check In – Bud, Thorn, Rose
Midterm Check-in

Oct 25
Participatory Education
**Reading:** Pedagogy of the Oppressed Freire chapter 2 (linking reading to adult literacy policy recommendation/implications for pedagogical practice)
Teach-in – Above Text and chapter 2 of Make the Road by Walking (overview of salient concepts in texts and
compare /contrast main ideas presented in each text, raise questions)
Field Site Check In – Bud, Thorn, Rose

Nov 1 Using Freire
What does Freirian education mean today?
Reading: Excerpts from Dear Paulo (what dilemmas have you witnessed at your site that might be supported by more emancipatory visions of adult literacy education?)
Field Site Check-in – Bud, Thorn, Rose
Teach-in – Pedagogy of the Oppressed – chapter 3 and chapter 3 of Make the Road by Walking (overview of salient concepts in texts and compare/contrast main ideas presented in each text, raise questions)

Nov 8 Due: Site Log
Policy Brief Presentations (Written brief due 1 week later)
Field Site Check-in – Bud, Thorn, Rose
Quotes to Affirm and Challenge – Activity
Article Share (any one article that resonated with you from NCSALL, Focus on Basics, WE LEARN or another adult literacy focused website)
Book review due

Nov 15 Reading: TASC: online readings and Common Core Discussion
Policy Brief Presentations (Written brief due 1 week later)
Guest Speaker

Nov 22 Assessment
Reading: Making Meaning Making Change Auerbach - Chapter 8 (choose a section/quote from the piece that spoke to you. Be prepared to share in class.)
Policy Brief Presentations (Written brief due 1 week later)

Nov 29 **Due:** Site Log
**Due:** Final reflection paper
**Due:** Last day to hand in Literacy Profile
Teach-in – Pedagogy of the Oppressed – Chapter 4
and Make the Road by Walking (chapter 4)

Dec 6th Film (TBD)
University Settlement House (except for June's class, there are no available options this fall for this program)
University Settlement's Family Literacy Program provides ESOL, computer, and life skills education to adult immigrants primarily from the Lower East Side community. A large percentage of participants are Chinese-speaking. Program director Michael Hunter says, “LIA volunteers should come with a lot of energy and try to sink their teeth into the classes. The literacy students always like to have the NYU students and will undoubtedly pepper them with questions.”

Location:
175 Eldridge Street, First Office (Enter through the 2nd left door)
(between Delancey Street and Rivington Street)
Subway: J train to Bowery. J, M, F, or Z to Delancey. F to Second Avenue. or B, D to Grand St
J or Z train to Delancey or Essex Street

Options
I can foresee the need for two more student volunteers from your LIA course. We generally find that student volunteers can learn the most about beginning literacy and be most helpful in the lower level ESOL classes. If you have 2 students who would be available for one of the class days:

Due to staffing changes, we won’t be able to offer an evening class for a volunteer. We could work with 2 volunteers in the daytime classes, Monday through Thursday, either 9:00 to 11:00PM or 11:00 to 1:00PM. Your students could choose which of the 2 hour time slots are best for their schedule and choose a day within Monday through Thursday to volunteer.
One daytime class that meets Monday through Thursday, 9:00 to 11:00AM
Again, we’re looking for candidates who would be able to:
· commit to the entire semester with us
· attend at least the entire 2 or 2.5 hours of class per week and adhering to a consistent volunteering schedule
· during the semester, LIA volunteers are expected to work with teachers on different aspects of teaching in an ESOL class, and will eventually lead one class or classroom activity before the end of the semester.

Breaks/Holidays:

February 19 - Mid-Winter Recess
March 25 - Spring Recess

Orientation Date/Time:  To be determined with Lucian Leung.

Contact
Lucian Leung
Program Coordinator/NRS Specialist
University Settlement | Family Literacy
t: (212) 533-6306  f: (212) 420-0934
e: lleung@universitysettlement.org
TURNING POINT EDUCATION CENTER – pre-GED, GED, and English (ESOL) PROGRAM

TURNING POINT BROOKLYN, EDUCATION CENTER – pre-HSE, HSE, and English (ESOL) PROGRAM

Turning Point’s goal is to change lives by providing comfort and help. They work with disconnected youth, families in crisis, the homeless, substance abusers, persons infected with and affected by the HIV virus, adult non-readers, and English language learners.  http://www.tpbk.org/

Location: Sunset Park, Brooklyn. (Please see specific addresses below).

Population: ABE/HSE students at the Ed Center are mostly disconnected youth, ages 16 to 24. ESOL students tend to be a little older, who speak a wide variety of native languages. Turning Point’s students are a challenging but stimulating group!

Options: Observing and assisting in Pre-HSE (Basic Education), HSE prep, or ESOL (English) classes.

Teaching staff:

- Chito, Beginning ESOL 9am-11:30am, Mon-Fri (LIA student would just need to commit to a 3 hour block, 1x a week).
  - Location: Education Center - 423 39th St. (between 4th & 5th Ave.), Brooklyn, NY. 'D', 'N', or 'R' train to 36th St.
- Chito, High Beginning ESOL, 11:30am-2pm, Mon-Thurs (LIA student would just need to commit to a 2 hour block, 1x a week)
- **Location:** Education Center - 423 39th St. (between 4th & 5th Ave.), Brooklyn, NY. 'D', 'N', or 'R' train to 36th St.

- **Maritza, Advanced ESOL,** 9am-1pm, Mon-Fri (LIA student would just need to commit to a 2 hour block, 1x a week)
  - **Location:** Education Center - 423 39th St. (between 4th & 5th Ave.), Brooklyn, NY. 'D', 'N', or 'R' train to 36th St.

- **Joe, Intermediate Pre-HSE,** 9am-1pm, Mon-Thurs (LIA student would just need to commit to a 3 hour block, 1x a week).
  - **Location:** Education Center - 423 39th St. (between 4th & 5th Ave.), Brooklyn, NY. 'D', 'N', or 'R' train to 36th St.

- **Esther, Basic Education,** 9am-1pm, Mon; Wed.-Fri (LIA student would just need to commit to a 3 hour block, 1x a week).
  - **Location:** Education Center - 423 39th St. (between 4th & 5th Ave.), Brooklyn, NY. 'D', 'N', or 'R' train to 36th St.

- **Fred, HSE Prep,** 9am-1pm, Mon; Wed.-Fri (LIA student would just need to commit to a 3 hour block, 1x a week).
  - **Location:** Education Center - 423 39th St. (between 4th & 5th Ave.), Brooklyn, NY. 'D', 'N', or 'R' train to 36th St.

**Contacts:**

Joe Zimmerman (ABE Teacher Coordinator)
jzimmerman@tpbk.org

Maritza Arrastia (ESOL Teacher Coordinator)
marrastia@tpbk.org
CASES

CASES is an alternative to incarceration program where young people going through the criminal justice system can plead guilty to a charge and be mandated to CASES for a period of 6 to 12 months. If they successfully complete their mandate at CASES they receive a Y.O. for that charge. We work part of the ICD (Intellectual and Career Development) Unit, where we provide students with the opportunity to work towards getting their high school equivalency diploma and career goals through job training and internships.

Students would have the ability to observe classes, assist in the classroom and even support us in tutoring students one on one or in small groups.

Schedule:
We have two offices in Brooklyn and Harlem and they both offer HSE classes. In Brooklyn classes are Mondays, Tuesdays, Wednesdays and Thursdays from 10:30 am to 1:30pm. In Harlem classes are Mondays, Tuesdays, Wednesdays and Thursdays from 10:00 pm to 1:00 pm.

Contact Person:
Stephanie Stamp
212-553-6699
sstamp@cases.org
About Make the Road New York:
Make the Road New York builds the power of working class and Latino communities to achieve dignity and justice through organizing, policy innovation, transformative education, and survival services. We are a membership based organization made up of over more than 16,000 largely immigrant New York families and 600 small businesses. Our network of member committees form the backbone of our work, meeting weekly on issues including tenants' rights, workplace justice, immigrant civil rights and immigration reform, LGBTQ issues, and improved public education

People who volunteer with us usually develop:
- Growth of knowledge in cultural competence
- Empathy and understanding of struggles specific to our community and organization
- A deeper understanding of community organizing
- Knowledge and experience working with adult learners and English Speakers of Other Languages (ESOL)
- Soft working skills as well as job specific skills
- A feeling of empowerment.

General Requirements For All MRNY Volunteers:

Our volunteers come from diverse backgrounds and experiences. It is most important to us that participants have a strong desire to support and work with the immigrant community. Application materials, interview, orientation and training is provided and required for all volunteers. Great
teamwork, communication skills, and an enthusiastic commitment to supporting immigrants.

**Best suited for volunteers who are:**
- Interested in adult education and/or English grammar will be required from all volunteers. Bilingual volunteers (Spanish/English) are preferred, although we will also be happy to work with monolingual volunteers who possess a great deal of patience and enthusiasm!

**Support:** We adore our volunteers and provide a great deal of support to them in many ways. Aside from initial orientation and training, our volunteers get support from our inspiring MRNY staff, peer groups of other amazing volunteers, professional development invitations, and much more.

**Time Commitment (For NYU Students):** 2 hours per week for 10 weeks = 20 hours spread throughout the MRNY cycle plus approx. 1 hour of orientation (not included in the 20 hours). Because of our investment in guiding and supporting volunteers, and our commitment to our mission and community, we’re only able to recruit volunteers who really want to help, learn, and see projects through.

**CURRENT VOLUNTEER OPPORTUNITIES**
*Limited space, please inquire asap.*

**Citizenship Coach Volunteer**
Volunteer Citizenship Coaches provide one on one practice and support for Spanish speaking immigrants seeking to pass their naturalization exams. Volunteers conduct mock interviews with students (to simulate the actual naturalization exam) and provide feedback to students following each mock interview.

**Shift information:** Ask the recruiter during the interview for available shifts. *Cycle dates 10/3 to 12/17*
- Saturdays from between 9-12:30 PM and 2-5:30 PM
Best suited for volunteers who are:
• Detail oriented (the volunteer will be working with official forms)
• Interested in adult education.

Location: 92-10 Roosevelt Avenue, Jackson Heights, NY 11372 (the closest train is the #7 train)

**English through Computers Coach**
With the guidance and training from our inspiring MRNY staff, ESL Coaches work together to facilitate students' use of websites and computer applications geared towards ESOL skill development. In addition to this, coaches will provide individual tutoring, conversation practice, and at times, run fun group activities, to help enhance students' learning.

Best suited for volunteers who are:
• Interested in adult education and/or English grammar.
• Have developed or are interested on developing classroom management and public speaking skills.

**Shifts:** Ask the recruiter during the interview for available shifts.
*Cycle dates 9/16 to 12/16*
● Mondays: 10:45-11:45 AM  
● Thursdays: 6:00-8:00 PM  
● Fridays: 8:45-10:45 AM; 9-11:00am; 10:45-12:45pm; 11:30am-1:30pm; 3:00-5:00 PM, 4-6P  

In addition to the above shifts, we occasionally need tutors to help students with specific needs. The recruiter will tell you about these additional opportunities when they’re available.
Location: 92-10 Roosevelt Avenue, Jackson Heights, NY. 11372 (the closest train is the #7 train).

**Community Health Worker Tutor**
Volunteer tutors for the Community Health Worker (CHW) program, provide academic support in class to our CHW students as they complete their course projects for a final portfolio. This includes one on one help as well as group assistance.

**Shift information:** Ask the recruiter during the interview for available shifts. *Cycle dates 10/3 to 12/20*
- Tuesdays 12:30-2:30 PM
- Thursday 12:30-2:30 PM

**Best suited for volunteers who are:**
- Patient and Interested in adult education
- Have developed or are interested on developing classroom management and public speaking skills.

Location: 301 Grove Street, Brooklyn, New York 11237 (the closest trains are the L or M trains).

For more information about volunteer programs or to apply as a volunteer contact:
Monica.Robles@maketheroadny.org, 718-565-8500 x4463 (email preferred)
Literacy in Action

Site Visit Log Template

Name _______________________

Date and time of visit ___________ Hours to date____________

What you hoped to accomplish in this visit:

What you actually did:

What you noticed/observed:

Useful lessons you learned from this visit:
Literacy in Action

Policy Brief

You will research and make policy recommendations for one area within the literacy field. You must email your topic to me for approval by October 7th and the date you would like to present. Presentations of your findings and policy recommendations will be between 10-15 minutes. You may structure the presentation however you wish- lecture, activity, discussion, etc. Presentations will happen in class on 11/15 and 11/22. Often new questions arise after the presentation and discussion of the policy briefs. To help you incorporate these new ideas/leads into your policy brief, your written brief will be due one week after your presentation.

Audiences: You will write the Policy Brief for the following three audiences (all of whom presumably know little or nothing about this issue):

- **Public policy makers** who currently (or possibly might in the future) set policy and funding for adult literacy programs in NYC.
- **Private-sector funders** who currently (or possibly might in the future) provide funding to adult literacy programs in NYC. (These private-sector funders can include foundations, corporate giving offices, or individual donors.)
- **Current and potential advocates** for adult literacy education (i.e., the general public, community and ethnic organizations, social service providers, labor organizations, business groups, etc. who should have a stake in adult literacy in NYC and who could benefit from having well-researched and well-presented “ammunition” when making the case for investment in the field).
Content: In a concise (brief) statement, you are to present a case for investing in a particular issue/segment of the adult literacy field in NYC. Your brief should state:

- A definition of your issue (so the audience knows what you’re going to be talking about).
- What has been done about the issue so far:
  - Nationally
  - In NYC
- Results of these efforts to date (Here you define why investing in this is important for the adult literacy field and for NYC as a whole.)
- How increased investment should be targeted. (You might suggest that further research be done, pilot projects be established, an office be created somewhere to work on this further, professional development opportunities be created, etc.)
- Methodology and sources: In a brief Appendix, state where you got the information you used to prepare your Brief, how you got that information (e.g., through literature review, interviews, etc.), and a timeline for the steps you took to prepare the Brief.
Purposes of the Policy Brief:

1. You will prepare a document that your classmates and possibly others in the adult literacy field can learn from and possibly use for advocacy purposes.
2. You will develop research, writing, and presentation skills that you can use in the future when preparing reports, proposals, and position papers.
3. You will develop expertise about an important issue within the adult literacy field.

Past/possible Issue brief topics

High school- drop outs/push outs
Influx of youth in ABE classrooms
TASC and HSE Test
Comparison of US education system (k-12 & Adult ed) with the system of another country
English Only movement
Health and Literacy
Literacy as a tool of oppression
Literacy/education in prisons/re-entry programs
Second Language Acquisition
Family literacy/generational patterns
Trauma and Adult Ed
International literacy efforts
Financial literacy
Numeracy
Transitioning to college
Assessment
Civics education
Worker/Union literacy programs
National Reporting Standards
LGBTQ issues/identity within literacy classes/programs
Mental health and adult literacy
Arts in adult literacy programs
Funding for adult literacy
TABE (Test for Adult Basic Education)
Current advocacy work/actions within the NYC adult literacy/ESOL field.
Common Core
Literacy in Action

Fall 2016

Literacy Profile

Rolling deadline (due by November 15th)

The purpose of this assignment is to give you some practice writing about the people with whom you are working. Obviously part of being a good teacher is being a good listener and a thoughtful observer. Any work we do with people needs to be rooted in our sense of what they are up to—what they actually do when they read or speak English, what attitudes and ideas they bring to the reading process and to the learning process, and what strengths and weakness they have as students.

I would like you to write about a student with whom you are working. Try to develop a profile of the person as a reader/an English-learner and as a learner in general. Also try to place your profile in a context. Our students are never just learners, but people who have lives and histories and communities that help shape who they are and how they learn. Without being invasive or voyeuristic, try to bring some relevant background information into your profile so your reader can see the whole person. 3-6 pages

Some students have preferred it when the literacy profiles were due early in the semester because it gave them a means to connect with a student at their site early on. Other students have preferred it when the literacy profiles were due late in the semester because they had begun to feel comfortable at their sites and with the students and felt more comfortable interviewing a student then. This semester your literacy profile is due any time before the middle of November, 2016. Please be aware that sometimes the logistics of scheduling the interview with a student can be the most difficult part of this assignment. Please give
yourself plenty of time for cancelled appointments and missed connections.