

Spring Semester 2003

**EDUC 341 - 3**  
**Literacy, Education and Culture**

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**E01.00**

Tuesday 16:30-19:20

**PREREQUISITE:**

60 credit hours

**DESCRIPTION**

Literacy has been an important tool in the formation, preservation and transformation of culture, and it continues to be the central vehicle for education. This course looks into various contexts in which and ends to which people use (and have used) written language, with an emphasis on specifically educational settings and purposes. The aim is both to introduce course participants to an understanding of literacy as a complex and multi-faceted phenomenon, and to engage them in developing a more politically informed approach to literate practices in education.

We will look at various accounts of literacy's historical development and its consequences for individuals and communities. A major focus of the course will be on the way in which literacy is ideologically constructed, and participants will be encouraged to explore the attitudes towards reading and writing that underpin popular discourses, educational research, pedagogical practice, and personally held views.

**EVALUATION**

1. Reading journals (brief summary and response to assigned readings) - 25%
2. Final Paper/Project - 50%
3. Participation (including a brief presentation; short weekly assignments; contribution to discussion) - 25%

Response logs will be peer-reviewed, essays/projects will be evaluated by the instructor, and participation will be self-evaluated. Students are invited to contribute to class activities by suggesting or supplying relevant articles, video or audio material, etc. Projects may involve forms other than traditional written essays (e.g., video, hypertext), and the uses of computer-based tools is encouraged.

**REQUIRED READINGS**

Manguel, A. (1996). A History of Reading. Toronto, ON: Toronto: Knopf.

Selected articles.