

SECTION I The Request

The University of Utah request approval to offer a Minor in Literacy Studies through the University Writing Program, effective on approval by Board of Regents.

Section II Program Description

Complete Program Description

University Writing Program

Minor in Literacy Studies

(6 courses, 18 hours)

General Description: The interdisciplinary Literacy Studies Minor addresses the history and theory of literacy in diverse cultures; the promotion of literate practices in various current educational, social and public programs; and the strengthening of critical interpretative and writing skills.

Purpose of Degree

The University Writing Program is offering this interdisciplinary Minor to provide students access to the variety of historical, theoretical and practical scholarship and service practices that are now combined in the field of Literacy Studies.

Literacy Studies is the interdisciplinary study of the history of reading and writing and their attendant political, social and educational practices, including their changing pedagogies. This relatively new field also incorporates the history of writing technologies, copyright and intellectual property issues, and history of authorship and publishing.

Its methods are those of textual scholarship (e.g., archival research, interpretation through cultural and rhetorical theories), of social and behavioral sciences (e.g., ethnographic, quantitative, and qualitative research), and of education (pedagogy, developmental psychology). This interdisciplinary field also encompasses service practices and non-profit employment in educational and government programs, reading and writing projects, and advocacy of these skills for minorities, prison populations, and others who are economically and socially disadvantaged by a paucity of schooling.

Literacy Studies is of interest to students in literary majors, history, linguistics, education, family and consumer studies, political science, sociology, social work, and in the academic units whose curricula explore gender, race and ethnicity. It combines historical, educational, social and political descriptors of reading and writing as cultural activities that characterize societies.

Admission Requirements

Completion of Level 1 Writing Requirement (p. 25, General Catalogue, 2002-2004):

Writing 2010 or ESL 1060 (for second language speakers of English) or credit by examination or petition.

Student Advising

Advising by University Writing Program faculty in conjunction with departmental major advisors; College of Humanities Undergraduate Advising as alternative.

Justification of Number of Credits:

The number of credit hours required for the Literacy Studies Minor, 18, is consistent with the number of hours for a minor program in the College of Humanities and across the curriculum. In addition, this number of required hours is sufficient to expose the student to the fundamental ideas and material related to this topic, to apply them through a service component, and to allow the target student audience for the Minor to include it in a complete program of study.

External Review and Accreditation:

The Literacy Studies Minor is the result of two Dee Fellowships awarded to University Writing Program faculty member, Professor Susan Miller, to join faculty in exchanges defining the parameters of literacy research, teaching and service available at the University of Utah. Over eight years, consultation has occurred among participants from Writing, Linguistics, Communication and Educational Studies (now Education, Culture and Society).

Review will be undertaken as part of regular Writing Program reviews, but no specific external or accreditation reviews will apply to the Literacy Studies Minor. The faculty of the University Writing Program are nationally recognized experts in the fields associated with the minor and are regularly invited to consult with other programs as external reviewers.

Projected Enrollment

Requests from departments, existing and expanding curricula relevant to literacy outreach and teaching, and administrative efforts to improve diversity indicate that approximately 30 students/year will enroll after the Minor is established.

Expansion of Existing Program

The Literacy Studies Minor primarily organizes existing Writing and other departmental curricula to provide coherent exchanges across relevant fields of study. Thus while it extends the University Writing Program's curricula, it does not add to it significantly.

Staff

No additional staff will be needed to administer the Literacy Studies Minor.

Library

Because Literacy Studies is a growing field, relevant new publications are regularly acquired by the Marriott Library's normal acquisition processes. The Marriott Library's technological resources, including its Technologically Assisted Curriculum Center, are equally sufficient to support pedagogic and research requirements.

Section III Need

Program Necessity

Over the last eight years, the University and related community groups have expanded both curricula and diversity activities relevant to Literacy Studies.

University

In the University, new faculty members whose specialties include literacy research have been hired across campus. The Graduate College of Education's new departments of Education, Society and Culture and Teaching and Learning have hired faculty specialists in Basic Writing (remediation) and literacy.

In Humanities, the Department of English has introduced an MA track in rhetoric/composition in addition to its established participation in the Ph.D. in Rhetoric and Composition offered through the Writing Program. It has also hired specialists in English Education who have established a Family Literacy Center at West High School. Other English faculty have created service-learning reading programs in elementary classes.

Faculty members in the University Writing Program offer literacy action service learning components in Professional Writing and in Introduction to Literacy Studies, and they tutor in minority community outreach sites. The Department of Communication has hired faculty with expertise in rhetoric and culture. In the College of Social and Behavioral Sciences, the Department of Family and Consumer Studies has hired new faculty members who specialize in literacy as a family practice.

In addition, the University has instituted a number of relevant programs: The campus Writing/Communication Requirement now includes an upper-division component. Project Read is a new campus tutorial center. The Graduate School supports a efforts toward expanded student and faculty diversity, including a Graduate School supported summer program to recruit at-risk diversity students. In addition, the Department of Linguistics has established a teacher certification program in second-language teaching for local secondary teachers.

Community

Outside the University, literacy projects have multiplied. Lt. Governor Olene Walker has focused on reading improvement throughout the state as her major community project, sponsoring a Literacy Summit in 2001 for teachers and workers across the state. Salt Lake Judge Leslie Lewis has sponsored a jail literacy tutorial project, "Booked," to improve prisoners' literacy survival skills. Active state-wide literacy programs in communities and schools also include Salt Lake Community College's new Community Writing Center in the Artspace multi-cultural Bridge project. It offers summer literacy programs. The public libraries have opened community centers where computers enable writing and reading projects.

This brief survey indicates needs for expertise in the content of the Literacy Studies Minor's courses, training in tutoring and other outreach efforts, and experience in the service related to the Minor.

Student Demand

There is evidence of demand for this Minor from students, from faculty members in majors that are relevant to the Minor, and from community leaders.

Students

Students are generally interested in interdisciplinary curricula related to community service and to cultural studies (e.g., environmental studies). In relation to the Minor, they regularly inquire about courses to enrich writing skills beyond writing requirements. They volunteer in force (c. 2000/year) to write for non-profit organizations for service learning credit in Writing 3400: Professional Writing; there are regular enrollments of 10-15 in Introduction to Literacy Studies course offered irregularly as an elective. The number of applicants to the graduate Ph.D. and English MA track in rhetoric and composition studies increases each year.

University Faculty

Undergraduate studies directors in the departments whose courses are listed as electives have identified ways in which the Minor will intersect with their students' existing programs, especially in the Department of Teaching and Learning, the Department of English, and the Department of Family and Consumer Studies. Letters of support are attached.

Other

New certification standards for teachers in the schools have created new interest in teaching enrichment programs, especially the literacy-related teacher certification program offered by Linguistics. The Dean of Humanities' Literacy Outreach committee has 20 members, including Lt. Governor Olene Walker and various school district representatives and community literacy project directors and teachers, all of whom identify teacher, tutor and volunteer training as their primary need.

Similar Programs

No other Literacy Studies major or minor is offered now in Utah and the Intermountain Region.

Collaboration with and Impact on Other USHE Institutions

The Literacy Studies Minor will not compete with nor supplement majors in other USHE institutions. However, faculty in rhetoric and composition studies across the state are in close professional discussion locally and at regional and national meetings. Those at Utah State and Weber may become visiting guest lecturers and speakers in the Minor's classes.

Benefits

The University of Utah and the USHE benefit by offering the Literacy Studies Minor by fulfilling a now unmet need for an academic and applied response to literacy problems and projects across the state. The University's commitment to diversity efforts is further verified by the Literacy Studies Minor. In addition, both benefit by offering students access to service opportunities, as volunteers and as employees, in expanding literacy efforts in the state and elsewhere in the country.

Consistency with Institutional Mission

The Literacy Studies Minor is entirely congruent with the mission of public education for broad public needs, for employment in local positions requiring advanced study with excellent scholar/teachers, and for response to community and state social issues.

**Section IV
Program and Student Assessment****Program Assessment**

The goals of the Literacy Studies Minor are to enrich courses of study in Humanities, Education, and service-oriented majors by offering a focused program in one aspect of each of these areas, i.e., the social issue of literacy.

The quality with which the Minor meets these goals will be assessed diversely: in exit interviews with students, in follow-up correspondence with the Minor's alumni and their participation in its progress, in student evaluations of courses as they are relevant to the choice to enter the minor, and in placement and advancement of students whose post-graduate work involves literacy action and study.

Expected Standards of Performance

1. Competence in explaining the cultural implications of literacy to a variety of audiences;
2. Persuasively presented (well reasoned and edited) written and verbal arguments in response to course assignments;
3. Increased awareness of the relevance of academic studies to community issues;
4. Articulate representation of the purposes and goals of the Minor to others;
5. A minimum grade of C in all required and elective courses in the Minor.

Student Assessment

Course tests on materials, required presentations to peers and external audiences, and written position papers in required course.

Continued Quality Improvement

The Minor will be internally reviewed by the University Writing Program faculty in consultation with advisors in participating students' departments in each of its first three years and periodically thereafter. These evaluations will collate and respond to student evaluations of the Minor's courses and curriculum, faculty perceptions of student performance and outcomes, and requests for including additional courses across undergraduate curricula or diminished participation in specific units.

**Section V
Finance****Budget:**

No additional resources are required, either as new funding or reallocation of existing budget.

Appendix A Program Curriculum

New Courses to be Added in the Next Five Years

One new course, approved by College of Humanities Curriculum Committee, effective Fall, 2002:

WRTG 4040/6040: Writing for Electronic Media (3)

General Education: Not Applicable

(See below: the core introduction to Literacy Studies, WR3900, fulfills the Humanities Integration requirement for students outside Humanities.)

Core Courses:

Subtotal: 9

3 courses (9 credits) + relevant service experience:

1. Either WR 3400: Professional Writing (3 cr.) or WR3700: Writing in the Arts, Humanities, and Social Sciences (3 cr.; either course satisfies upper-division Writing/Communication requirement)
2. WR3900: Literacy Studies (3) Cross listed as ENGL 3690. Prerequisite: Satisfaction of FY writing requirement. Fulfills Humanities Integration. History and theory of literacy, including scholarship on literacy and schooling, intercultural communication, and literacy in the workplace.
3. A Writing Intensive course from the list of electives (below) or another Writing Intensive course in the student's major department (3 cr.).

Elective Courses:

Subtotal: 9

3 courses (9 credits) selected from the list below:

Choices of electives must be approved by a Writing Program faculty advisor and by the student's major advisor, who may together approve courses not listed below. The following guidelines apply, however, to all selections of electives:

- a. Only two of three elective courses may be taken in one department.
- b. Two of the elective courses will be related to each other in content or approach. For example, two courses will be related to current community literacy initiatives, or will foster literacy teaching in any setting, or will be designed to strengthen the student's reading, writing and practices in literacy technologies.

1. Communication:

COMM 1000: Information Literacy (1 or variable Indep. Study)

COMM 3410 Literature in Performance (3)

COMM 5010 Teaching Speech and Communication (3)

COMM 3640, Communication Criticism

COMM #???: new Mass Communication course, in approval process: visual literacy, processing visual communication and electronic texts.

2. Education, Culture And Society

ECS 4111 School and Society (3)

ECS 4150 Introduction to Multicultural Education (3)

3. Educational Psychology

EdPs 4110: Learning, Literacy, and Development (3)

EdPs 5130 Writing Across the Curriculum (3; cross-listed TL 5130)

4. English:

ENG 5060: Studies in Rhetoric & Style

ENG 5110: Folklore Genres

ENG 5885: Children's Literature

ENG 5890: Adolescent Literature

ENG 5895: History of Authorship and Reading

ENG 5970 Discourse Analysis

5. Ethnic Studies:

ETHNC 3400 Intercultural Communication (3; cross-listed with Communication)

ETHNC 5890 Exploring Diversity (3; cross listed with ECS)

6. Gender Studies:

GN ST 3070 Communication and Gender (3; cross-listed COMM)

GN ST 5290 Language and Gender (3; cross-listed, Linguistics, prereq. LING120)

7. Family and Consumer Studies:

FCS 3180 Home, School, and Community Relations (3)

8. Linguistics

LING 5042 Minority Language Issues in Education (3; prereq. LING120; cross-listed ECS)

9. Special Education:

SP ED 3000 Service Project for 'At-Risk' Kids (SPARK) (2)

SP ED 5030 (3 ; Taught concurrently as 6030 Language Development)

10. Social Work:

SO WK 2300 Social Welfare as an Institution (3)

SOC WK 3603 Community Leadership in Action (3)

11. Teaching and Learning:

TL 5121 Principles of Literacy Teaching (3)

TL 5126 Content Literacy Strategies for Diverse Learners

TL 5320 Theories and practices in Literacy Teaching

TL 5130 Writing Across the Curriculum (3; cross-listed EdPs 5130)

12. Writing

WRTG 1060: Methods and Technologies of Library Research (1; prereq. WR2010)

WRTG 3510: Grammar And Stylistics for Academic Writing (3 hours) Same as
ESL 3510, LING 3510. Satisfies University upper-division Writing
Requirement.

WRTG 4040/6040: Writing for Electronic Media (3; permission of instructor)

WRTG 6000/4000: Writing for Publication (2; permission of instructor)

WRTG 6020/4020: Evaluating Student Writing (2; permission of instructor)

WRTG 4910 Independent Readings in Rhetoric, Discourse, and Writing (1-2
hours)

Appendix B Program Schedule

Typically, a student will enroll in the Minor with sophomore standing, having completed the Level 1 Writing requirement. In that year, the student will take 2-3 of the required core courses. During Junior and Senior years, the student will take electives and continue consultation with UWP advisors.

Appendix C Faculty: University Writing Program

Thomas Huckin, Interim Director. (Ph.D. University of Washington), Professor of English, Linguistics [Discourse Analysis; Applied Linguistics; Technical Writing].
Course coordinator for Writing 3400.

Maureen Mathison (Ph.D. Carnegie-Mellon University), Associate Professor of Communication; Associate Dean, College of Humanities [Disciplinary Writing; Cultural Studies; Scientific Discourse].
Course coordinator for Writing 3200.

Susan Miller (Ph.D. University of North Carolina-Chapel Hill), Professor of English [Cultural and Literacy Studies; History of Authorship; History of American Education; Composition Theory; Historical Rhetoric].
Course coordinator for Writing 3700 and Writing 1010 (interim).

Alison Regan (Ph.D. University of Texas-Austin) Visiting Assistant Professor of Writing [Computer-mediated Communication; Electronic Learning Environments; History of Rhetoric and Writing Instruction, Community Service Learning].
Director, Technology Assisted Curriculum Center

Raul Sanchez (Ph.D. University of South Florida), Assistant Professor of English [Composition Theory, Critical Theory, First-Year Writing Pedagogy and Administration].
Course coordinator for Writing 2010.

Attachments:

Letters of support:

Undergraduate Studies Directors and Department Chairs

Dennis Alexander, Communication

Debra Burrington, Gender Studies

Stuart Culver, English

Marianna Di Paolo, Linguistics

Grafton H. Hull, Jr., Social Work

Frank Margonis, Education, Culture and Society

Robert N. Mayer, Family and Consumer Studies

Diana Pounder, Teaching and Learning, Associate Dean, Education

Deans

Graduate School of Education, David Sperry

College of Humanities, Robert Newman

College of Social and Behavioral Sciences, Steven Ott

Graduate School of Social Work, Jannah H. Mather



Learning that Lasts a Lifetime

College of Humanities, Office of the Dean

255 S. Central Campus Drive Rm. 2100 L4CO Salt Lake City, Utah 84112
(801) 581-6214 Fax (801) 585-5190 www.hum.utah.edu

MEMORANDUM

April 15, 2002

TO: Undergraduate Council

FROM: Robert Newman, Dean 
College of Humanities

SUBJECT: Interdisciplinary Literacy Studies Minor

I am pleased to support the proposal for an Interdisciplinary Literacy Studies Minor. Literacy is an increasingly important area of study and issues surrounding literacy education are approaching crisis proportions in our local, state, and national communities. Resources needed for this minor are already in place and approval would simply reinstate a minor that was a casualty of the semester conversion process a few years ago. I therefore urge approval.

Thank you for your attention.



January 31, 2002

Susan Miller
University Writing Program
University of Utah
Salt Lake City, UT 84112

Dear Susan:

I am delighted to add my support for the proposed minor in Literacy Studies. The fundamental premises for this minor are sound and I think justify its re-establishment. I believe the courses which form this minor are logical and will contribute greatly to the purpose of the program. We are eager to participate in this endeavor and appreciate the hard work that went in to this proposal. If I can be of further assistance, please let me know.

Sincerely,

A handwritten signature in cursive script, appearing to read 'G. Hull, Jr.'.

Dr. Grafton H. Hull, Jr.
Director,
Bachelor of Social Work Program

Graduate School of Social Work
205 S. 1500 E. RM. 111
Salt Lake City, Utah 84112-0260
801.581.6101
FAX 801.581.0210



December 6, 2001

Susan Miller
University of Utah Writing Program
255 South Central Campus Drive
Room 3700
Salt Lake City, UT 84112-0495

Dear Dr. Miller:

I have reviewed and circulated to several colleagues the proposal to establish a Literary Studies minor at the University of Utah. The faculty members with whom I have discussed the proposal and I are supportive of your proposal. We agree with your placement of FCS 318 (Home, School, and Community Relations) among the electives. Given the minor's goal of having students take electives that are related to one another, we would recommend that you consider adding FCS 3220 (Development in Infancy and Early Childhood) and/or FCS 5170 (Creativity and Cognition in Young Children), both of which contain units on the development of reading and writing in children.

Good luck with your proposal.

Sincerely,

A handwritten signature in black ink that reads 'Robert N. Mayer'.

Robert N. Mayer
Director of Undergraduate Studies



2/22/2002

To Members of College of Humanities and the Academic Senate:

The Literacy Studies minor, proposed by the University Writing Program, includes two courses from the Department of Education, Culture & Society, and I would like to offer my unqualified support for the minor. Recent decades have brought forth a range of ground-breaking scholarship concerning the historical, political, social, and economic context of writing and composition instruction. A minor devoted to the study of literacy studies promises to be rich and exciting for many undergraduate students.

We would be pleased to have "The School and Society" (ECS 4111) and "Multicultural Education" (ECS 4150) to be among the electives in the minor. "The School and Society" is a writing intensive course which considers the place of public schooling within historical context; students would be able to use it to better understand the developing role of literacy and public instruction within the developing economic and political institutions of the U.S. "Multicultural Education" reviews research which positions existing educational practices within the multi-ethnic context of contemporary schools; by taking this course, students would be able to better understand the place literacy practices have in the many different communities of people in the United States.

In short, I believe the Writing Program proposal would add one more attractive program to the University of Utah's undergraduate options.

Sincerely,

A handwritten signature in cursive script that reads "Frank Margonis".

Frank Margonis
Chair, Department of Education, Culture & Society

Department of Education, Culture & Society
1205 E. Campus Center Drive, Rm. 307
Salt Lake City, Utah 84112-9256
801.587.5111
FAX 801.587.5501



November 30, 2001

Susan Miller
University Writing Program
255 South Central Campus Drive, Room 3700
University of Utah
Salt Lake City, UT 84112

Dear Susan:

I am pleased to write a letter supporting the Literacy Studies Minor proposal. The study of literacy is important to students preparing for a broad array of careers. For example, at present there is a particularly high need for Utah teachers to be better prepared to teach reading and understand literacy and multi-literacy learning, given the recent changes in K-12 reading achievement scores and the increased number of multi-lingual learners in the public schools.

The Department of Teaching and Learning offers a reading minor and reading and reading specialist endorsement programs that are in very high demand by undergraduate and graduate students in the College of Education. However, I do not believe the proposed literacy studies minor program will be in direct competition with the Teaching and Learning department's programs because: (1) the literacy studies minor is not being proposed as a "teaching minor"; (2) the literacy studies minor does not lead to a state-approved reading endorsement to teach reading in the public schools; and (3) the literacy studies minor does not lead to a state-approved English as second language (ESL) teaching endorsement.

I do, however, have some suggestions with regard to the proposed list of College of Education courses identified to meet the literacy studies minor. Please see my suggestions below:

(1) Department of Teaching and Learning recommended courses:

In addition to TL 5121 Principles of Literacy Teaching and TL 5130 Writing Across the Curriculum (cross-listed as EdPs 5130), there are two other undergraduate courses that are highly relevant to literacy studies. They are:

TL 5126 Content Literacy Strategies for Diverse Learners

TL 5320 Theories and Practices in Literacy Teaching

I strongly recommend that you include these additional courses as Teaching and Learning Department options in the Literacy Studies minor.



Office of the Dean
1705 Campus Drive, Room 225
Salt Lake City, Utah 84112-9271
PHONE: 801.581-8221
FAX: 801.581-7223

(2) Department of Educational Psychology recommended courses:

I also recommend that you add the following Educational Psychology Department options to the Literacy Studies minor:

EdPs 4110: Learning, Literacy, and Development

EdPs 5130 (x-listed as TL 5130) Writing Across the Curriculum

(3) Department of Education, Culture, and Society recommended courses:

ECS 4111 School and Society and ECS Introduction to Multicultural Education are not directly related to the study of literacy. Therefore, I'm not sure they are particularly relevant to a literacy studies minor. However, the ECS Department does have some graduate level courses whose content is more on-target with literacy studies -- ECS 6634 Bilingual/bicultural education, ECS 6636 (x-listed as TL 6640) Literacy as Cultural Practice, and ECS 6641 Text, Sign, and Performance: Critical Issues in Literacy. Should these courses be listed at the undergraduate level (e.g. as 5000-level "meets with" status classes), I would recommend they be identified as Literacy Studies minor options.

I appreciate the opportunity for the College of Education to be included in and help shape the Literacy Studies minor curriculum. I wish you the best in seeking approval for the Literacy Studies minor.

Respectfully,



Diana G. Pounder, Professor
Associate Dean for Professional Education

Xc: J. Dole, T&L Department
E. Swann, T&L Department
S. Wade, T&L Department
D. Hacker, EdPs Department
F. Margonis, ECS Department



May 3, 2002

David Dodd
Associate Dean for Undergraduate Studies
110 Sill
Campus

Dear Dr. Dodd:

I am writing this letter in support of the proposal for an interdisciplinary Literacy Studies Minor that Susan Miller has been approved to do by the Curriculum Committee of the College of Humanities. I understand that this minor lists some of the College of Social Work electives as part of their required courses.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Jannah H. Mather'.

Jannah H. Mather, Ph.D.
Dean

cg

cc: Susan Miller

Graduate School of Social Work
1053 1750 ERM 111
Salt Lake City, Utah 84120-2100
407.584.4100
407.584.4179



*this letter needs
to be added to
the file for this
minor as it goes
forward.*

Tha. D

May 14, 2002

David W. Pershing
Senior Vice President for Academic Affairs
205 Park Building

Dear Vice-President Pershing,

The attached letter is written as the Marriott Library's faculty support of Susan Miller's Literacy Minor proposal. Please contact Professor Miller in the Writing Program (ext. 1-7090) with further questions.

Thank you.

David Pershing

University Writing Program

1770 North 2000 East, Suite 1000
Salt Lake City, Utah 84112-1177
Tel: 325-1270 Fax:
http://www.utah.edu/writing



May 14, 2002

David Dodd
Associate Dean of Undergraduate Studies
101 Sill Center
University of Utah

Re: Library support for Literacy Studies Minor

Dear Professor Dodd:

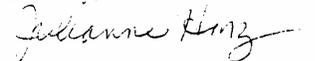
The University of Utah Libraries are excited to learn of the new Literacy Studies minor being proposed by the University Writing Program. The curriculum includes many areas of special interest to librarians and we look forward to productive partnerships. The libraries are committed to supporting the university and its faculty as they move into new areas of instruction and research. We will find ways to meet the challenges of expanding collections and services in support of these new programs.

Courses that will comprise the new minor are currently being taught at the university and are therefore covered by our current collection development activities. Marriott's longstanding approval plan for the purchase of English language scholarly books published in the U.S., Britain and western Europe provides a core of material which, supplemented by funding allocations for the purchase of foreign language and audio-visual materials, more than satisfies most undergraduate needs. We are committed to any additional purchases identified by faculty as needed to support the new program.

Thanks to state-wide allocations to the Utah Academic Library Consortium and the availability of campus computer surcharge funds, our electronic collection is unusually strong in indexes, abstracts, and full-text online databases used by undergraduates and researchers. Our electronic journal collection is above the 15,000 title mark. The resources of the Quinney Law Library and the Eccles Health Sciences Library are also available to all students to augment the Marriott Library collection.

In addition to offering information resources, we encourage students to take advantage of library instruction, technology training, consultation, and reference services to help them become effective library users. We want to be an active partner in support of your new program. We look forward to working with you and others as we further develop library services and collections related to the Literacy minor.

Sincerely,


Julianne Hinz
Assistant Director, Public Services


Margaret Landesman
Head, Collection Development

J. Willard Marriott Library
295 South 1500 East
Salt Lake City, Utah 84112-0860
(801) 581-8358



MEMORANDUM

DATE: May 24, 2002
TO: David Dodd
Undergraduate Studies Office
Sill Center
FROM: David J. Sperry, Dean *David J. Sperry*
College of Education
SUBJECT: Proposed Literacy Studies Minor

We in the College of Education are pleased to support and participate in the proposed Literacy Studies Minor. Susan Miller from the University Writing Program consulted with us several months ago about the College of Education courses (e.g. reading and writing courses) that might be included in this program and sought our support and participation at that time.

xc: Susan Miller, University Writing Program
LNCO 3700



Office of the Dean
1705 Campus Drive, Room 225
Salt Lake City, Utah 84112-9251
(801) 581-8221
FAX: (801) 581-5223



January 22, 2002

Susan Miller
University Writing Program
3700 LNCO
University of Utah

Dear Prof. Miller:

I am writing to inform you that the Department of Linguistics supports the Literacy Minor proposal that you sent to me in November and we would be happy for you to include our courses as electives for the program of study. A number of our faculty have a strong interest in literacy issues and we would welcome Literacy Minor students in our courses. I believe that some of our undergraduate majors will be interested in pursuing the proposed Literacy Minor and that it will prove to be a very valuable addition to their University studies.

Please let us know when the Minor is approved so that we can inform our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Di Paolo'.

Marianna Di Paolo
Chair and Associate Professor

Department of Linguistics
255 South Central Campus Drive, Room 2328
Salt Lake City, Utah 84112-0492
(801) 581-8047
FAX: (801) 585-7351



April 23, 2002

Professor Susan Miller
University Writing Program
LNCO 3700
Campus

Prof. Miller,

I am pleased to observe the continuing development of Literacy Studies. As you know several of our faculty members in the College of Social and Behavioral Science contribute in those studies in their family and community context. The addition of the proposed new minor in Literacy Studies will strengthen the campus commitment to and focus on diversity. It will complement the academic programs and faculty research and teaching interests of the College of Social and Behavioral Science. Furthermore, it will use our faculty and instructional resources more efficiently, expanding students' options for formal academic programs at minimal cost.

I strongly recommend that the minor be approved as currently proposed.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Steven Ott".

J. Steven Ott, Dean
College of Social and Behavioral Science

College of Social and Behavioral Science

Office of the Dean
205 Carson Spencer Hall
Salt Lake City, Utah 84112
801.581.8629



November 19, 2001

Professor Susan Miller
Writing Program
Languages and Communication Building
255 S Central Campus Drive Room 3700
University of Utah

Dear Professor Miller:

I have reviewed your proposal for a minor in Literacy Studies. The Department of Communication is pleased to participate in this minor with the direct support of the five courses listed in your proposal. The Department offers further support in the cross listed courses in Ethnic Studies and Gender Studies.

This interdisciplinary program is one which should benefit a variety of students at the University of Utah. The cooperation you have received from a variety of Department and Programs speak well for the minor's viability.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Dennis C. Alexander', followed by a horizontal line.

Dennis C. Alexander
Associate Professor and Director of Undergraduate Studies

Department of Communication

Salt Lake City, Utah 84112
(801) 581-6888
FAX: (801) 585-6255



January 10, 2002

Prof. Susan Miller
University Writing Program
255 South Central Campus Drive, Room 3700
University of Utah
Salt Lake City, Utah 84112-0495

Dear Susan:

We have received and reviewed your proposal for the Literacy Studies Minor. A small number of "technical changes" were communicated via email to your assistant Sheldon Waicher. Otherwise, we in Women's Studies are not only pleased with your proposal, but are enthusiastically supportive of it.

Please contact either myself or Kathryn Stockton if there is anything else we can do to support your efforts.

Sincerely,

Prof. Debra D. Burlington
Co-Director
Women's Studies Program

Women's Studies Program

290 South 1500 East, Rm 218
Salt Lake City, Utah 84112-0442
(801) 581-8094
Fax: (801) 585-7387

Professor Susan Miller
Writing Program
3700 LNCO
CAMPUS



March 24, 2002

Dear Susan,

On behalf of the Department of English I endorse enthusiastically the proposal for a minor in Literacy Studies. What you present here not only recovers a program lost during the semester conversion but also offers an innovative interdisciplinary course of study that seems to make excellent use of the University's resources and to recognize how the field has developed just in the few years since we dropped the minor.

Literacy Studies is a field growing in importance both inside and outside of English departments across the country. As your proposal notes, our English Education faculty have made the Family Literacy Center a cornerstone of our teacher training program. We would hope that students in the minor, as they fulfill the service requirement, could contribute to our efforts there and help us extend our outreach to other high school campuses.

The English courses listed here as electives for the minor are all taught on a regular basis by some of the department's most accomplished and honored teachers. Let me also note that the syllabus for the proposed core course is extremely impressive and promises to give students in the minor a very solid intellectual grounding as they move through the various other avenues of the program. I commend you on the shape and quality of this program. I think its importance for the University and the community speaks for itself.

Sincerely,

Stuart Culver
Department Chair

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