

Language, Literacy, and Culture Ph.D. REQUIREMENTS

Vanderbilt University requires students to take 72 hours of work to earn a PhD. These hours can be fulfilled through transfer of graduate credits, course work, independent studies, and dissertation work. The number of hours transferred and the number of hours counted toward dissertation work vary according to each student's particular circumstances. Typically students who enter with a Masters degree with coursework relevant to their area of study will be able to complete coursework in three years. Students with less prior coursework typically will require additional time.

	<i>Fall Courses</i>	<i>Spring Courses</i>	<i>Expected Products</i>
Year 1 (18 hrs)	Intro. to Statistical Inference ^ Learning & Instruction* Inquiry in Education* Research Group* (no credit)	Sociocognitive Theories of Literacy~ Research Group * (for credit) Elective	<i>First Year Paper</i> (presented as poster Fall of second year)
Year 2 (18 hrs)	Research Methods #1* Sociocultural Theories of Literacy~ Research Group * (no credit)	Research Methods #2* Teaching as a Social Practice* Research Group * (for credit)	<i>Second year paper</i> (presented Fall of third year)
Year 3 (18 hrs)	Electives Research Group * (no credit)	Electives Research Group * (no credit)	<i>Major Area Paper</i> (depending on coursework needs)
Year 4	Research Group * (no credit)	Research Group * (no credit)	<i>Dissertation proposal</i> (depending on progress)
Year 5	Dissertation (

* Required by the Teaching & Learning Department

~ Required by LLC

^ Vanderbilt Graduate Program Requirement

Teaching and Learning requirements:

- **Core courses:** **24 hours**
 Statistical Inference (PSYC 309)
 Inquiry into Education (EDUC 3070)
 Learning and Instruction (EDUC 3120)
 Teaching as Social Practice (EDUC 3040)
 Research Methods: Two courses selected in consultation with your advisor
- Research Groups: Participation all four years, 3 credits years one and two, no credits years three and four
- Research Papers:
 year one: poster presentation to the department and other PhD students
 year two: presentation to the department and other PhD students
- Major Area Paper (MAP) completed and defended in year three

Specialization

30 hours

Electives

9 hours

Dissertation

9 hours

Language, Literacy, and Culture requirements

In addition to completing all departmental requirements for Teaching and Learning, students in the LLC sequence also will complete the following requirements:

Requirements for LLC Concentration

LLC core courses: (6 hours)

- 1) *Sociocultural Theories of Literacy* (Leander)
This course examines literacy from a sociocultural perspective including the work of Vygotsky, Bakhtin, Cole, Wertsch, Engestrom, the New London Group, New Literacy studies and other key thinkers.
- 2) *Sociocognitive theories of literacy* (Rowe)
The emphasis in this course is socially situated cognition and the processes by which children (and others) learn to read and write. It involves an overview, analysis, and critique of theoretical models of reading and writing from a sociocognitive perspective.

Electives in LLC:

- 1) ENED 3220 Theory and research in composition education (Leander)
- 2) ENED3900 New literacy seminar (Leander)
- 3) ENED 3500 Advanced seminar in children's literature (Neely)
- 4) EDUC 3390: Literacy Development (Rowe)
- 5) EDUC 3460: Teaching & Learning the Language Arts: Theory and Research (Rowe)
- 6) EDUC 3420: Literacy for Special Needs and Diverse Learners (Risko)
- 7) EDUC3900 Critical approaches to classroom discourse (Leander)
- 8) EDUC3900 Second language literacies (Jimenez)
- 9) EDUC3900 History of literacy (Jimenez)
- 10) EDUC3900 Contemporary issues in race-based research (Milner)
- 11) EDUC3900 Trends and issues in second language research (Kim)
- 12) EDUC 3440 Issues and Trends in Literacy Instruction
- 13) *Cross-cultural Field Research (offered in the summer)*: Faculty will involve students in field research in a local, national, or international setting. The idea of the experiences is for students to conduct research in a culture that is distinct from their own
- 14) *Writing Groups (3 credit hours across 2 semesters)*: Focus of groups is providing and receiving feedback and mentoring on students' academic writing and presentations. Students and faculty share their current drafts of writing and presentations for feedback. Strategies for organizing and furthering an academic writing career are discussed.

Note: LLC doctoral students could continue to elect LLC graduate courses currently offered for PH.D./ M.Ed audiences, as well as courses in other disciplines that are related to their declared focus. The plan for their LLC concentration would be approved by their advisor and the DGS.

LLC Competencies

Cross-cultural fieldwork: (met in various ways)

Prior to candidacy, students would engage in cross-cultural fieldwork that involves intensive research or teaching experiences in a culture different from their own. This requirement could be met either by conducting a major project for a course or research group in a cross-cultural setting or by enrolling in a mentored Cross-cultural Field Research course which would be offered by LLC faculty every two years. (See course listed under LLC electives). The student's plan for meeting this requirement must be approved by their advisor and the LLC faculty.

Academic Writing: (met in various ways)

Each academic year, students must demonstrate that they are involved in **mentored** writing experiences with faculty and peers. This requirement may be met in various ways including: collaborative writing with faculty and peers as part of a research group, a research

assistantship, or other collaborative research projects. Students may also meet this competency by participating in a Writer's Group

Research Experiences

First year research project is to be developed with faculty support as part of Inquiry 2 or as the major project for the LLC elective taken in the Spring. LLC faculty with first year students in their courses will provide needed mentoring and support for developing the project. We expect that in many cases the first year project will involve working with a faculty member on an IRB approved project already launched by the faculty person. The goal is give the student collaborative research experience leading to mentored research opportunities. There would be an expectation that the first year project would lead to a collaborative research presentation with the faculty member. This provides a way of inducting the student into the profession as well as into research.

Second year research project would be developed as part of the ongoing activities of the research group or as a small scale independent research project launched by the student.

Third year research project would be developed as s a small scale independent research project launched by the student or in some cases as ongoing work with a research group.