

Doctoral Study in
**Language, Literacy
& Culture**



JOIN A RESEARCH COMMUNITY

of diverse scholars working collaboratively to understand language, literacy and culture in the interests of developing more effective and equitable practices in the fields of:

- Multicultural Education
- Reading and Writing
- Children's Literature
- English as a Second Language
- Bilingual and Foreign Language Education



Admissions Criteria and Procedures

Qualified candidates will:

- have a Master's degree or equivalent in a related field (e.g., education, linguistics, anthropology, English, or languages other than English)
- demonstrate the quality and extent of their teaching experience and leadership in the profession
- provide evidence of competence in intellectual work and in oral and written expression
- share a philosophical orientation compatible with LLC goals.

The standard application packet requires a personal statement, two letters of recommendation, and transcripts of undergraduate and graduate degrees. Candidates should write a two to three page personal statement that significantly addresses their goals, intellectual and professional background, and research interests and concerns as they relate to the goals of the LLC doctoral research area. Candidates are highly encouraged to submit one or two samples of published or unpublished written work. Candidates may also contact us for a personal interview.

Application forms may be obtained from the Graduate Admissions Office, Goodell Building, University of Massachusetts, Amherst, MA 01003. Applications are also available on the web:

<http://www.umass.edu/gradschool/application/online>. Faculty review applications once each year for the following Fall semester. The deadline for applications is January 15.

The Doctoral Study Program in Language, Literacy and Culture

We view culture as central to the understanding of language and literacy. We support the critical examination of language, literacy, and culture within the context of sociopolitical structures and processes.

Course of Study

Students design their individual programs of study with the guidance and approval of a faculty committee. The course of study is intended to build on students':

- understanding of theories of language, literacy, and culture as social and political action
- skill in using such perspectives to inform research and scholarship
- skill in using such perspectives to inform the development, implementation, and evaluation of curriculum and educational practices.

Specialized Seminars

We offer doctoral seminars on specialized topics such as:

Bilingualism and society

Critical discourse analysis

Critical issues in researching children's literature

Cross-cultural communication in education

Culture and learning

Current research trends in multicultural education

Ethnographic research

Research in reading

Research issues in second language learning

Sociocultural theories of language

Understanding research on language, literacy, and culture in educational settings

Writing for publication

Writing and identity

Professional Opportunities

LLC provides support for developing our students' research and scholarly abilities through opportunities to:

- co-instruct and design courses
- design and research on-going staff development projects in public schools
- implement community-based educational projects
- develop research skills through field projects
- work with faculty on research projects
- present at conferences, writing and co-authoring book reviews, book chapters, and journal articles.

Samples of the Research Conducted by our Graduates

Re-visioning the Peer Conference: Critical Language Awareness and Writing with Eighth Graders

Adult Literacy Clients as Authors: A Feminist Poststructuralist Perspective

Writing Workshop Revisited: Second Grade Children's Interaction During Writing

Exploring Metaphors About Education, Welfare Reform, and Women's Lives

Latinos, Libraries, and the Internet

Financial Aid

Information and applications for federal financial aid are available on the web: <http://www.umass.edu/education/scholarship/>

For further information contact core faculty:

Theresa Austin, Associate Professor,
Ph.D. UCLA, 1991.

Language policy and planning; bilingual/ESL; foreign language teacher education; crosscultural pragmatics and intercultural communication; and technologies-assisted language learning.
(413) 545-0138 taustin@educ.umass.edu

Meg Gebhard, Assistant Professor,
Ph.D. U.C. Berkeley, 2000.

Second language literacy, the professional development of second language educators, and the impact of school reform on second language education in K-12 contexts.
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Catherine Luna, Assistant Professor,
Ph.D. University of Pennsylvania, 1997.
Literacy instruction and assessment, learning diversity, critical literacy, and practitioner inquiry.
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Sonia Nieto, Professor,
Ed.D. University of Massachusetts, 1979.
Multicultural education, education of linguistically and culturally diverse students in U.S. schools, and educating teachers for urban schools.
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Masha K. Rudman, Professor,
Ed.D. University of Massachusetts, 1970.
Teacher education and critical analysis of children's literature in areas of culture, gender, and class.
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Patricia Paugh, Assistant Professor
Ph.D. Boston College, 2002
Issues of literacy in classrooms, schools, and society, social construction of learning and learners, collaborative action research involving school/university research partnerships.
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Jerri Willett, Professor,
Ph.D. Stanford, 1986.
Language and literacy socialization in multicultural communities, schools and classrooms; and teaching processes.
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