

David Patterson
Profession Development Application: Long Term Proposal
Statement of Purpose
October 15, 2007

Currently in my second year as a doctoral student in the Language, Literacy, and Culture program at U.C. Berkeley's School of Education, I am requesting my workload for the Spring 2008 semester to be reduced by 20% or 30% (Please see below for calculations for 2 options). Although this will present a challenge to the Library's operations, it will pay off in the long run for the campus. Furthering my studies will allow me to be better positioned to make contributions to our students' ability to gain basic skills, to persist, to transfer, and to be more competitive as members of the workforce.

- a. How will my studies enhance my ability to assist students specifically? Currently enrolled in *Data Analysis for Educators*, an introductory graduate course on statistics, I plan to take the second half of this course, an advanced statistics class, in the spring. I plan to take two additional classes of these three possibilities – discourse analysis, reading for adolescents and young adults, or policy in higher education.
- b. Have I planned my semester thoughtfully? Although the final decision will not be made until I assess the effectiveness of each course in the first weeks of the spring semester, I believe any of these courses would increase my effectiveness as an instructional librarian and as a member of Cañada's faculty. I'm at an interesting point in my career where theoretical studies are informing my work in practical ways as never before.
- c. Will my teaching be enhanced? Absolutely! Over the last two and a half semesters as an instructor at Cañada and as a student at Berkeley I have never felt such a sense of urgency to my work in both roles. This urgency translates into attempts at innovation and greater insights.
- d. Quantifiable objectives: I plan to submit final projects from all of the classes I take, including feedback from my professors.
- e. Magnitude? Do-able? The reason I am asking for this release time is that I am finding full time work to be difficult to manage with even two classes. By reducing my workload to 70% or 80%, I feel I will be able both to study at Berkeley and to serve the college more effectively.
- f. Are college needs being addressed? Understanding issues from a quantitative perspective is exactly what community college leaders, both at Cañada and throughout the state, are urging. By learning advanced data analysis methods, I hope to contribute to efforts at Cañada at analyzing student persistence, graduation, and transfer data. I am especially interested in linking this research to increasing our enrollment, which drives so much of our ability to thrive due to its effect on our budget. Through participation in the other classes stated in Section A above, I am also hoping to understand better the best ways to assist basic skills students in the area of reading.

- g. How will this enhance the college's curriculum? Many faculty and administrators have envisioned Information Literacy as either a graduation requirement or as part of a learning community. Every member of our campus is focused this year more than ever on supporting our basic skills students. Through my studies I hope to enhance our ability as a college to teach our basic skills students about the power that flows from knowing how to find, evaluate and use information.

I plan to remain officially the instructor on record for Library 100, a one unit course, mainly self-directed course that gives students an introduction to research.

As a librarian, I work 37.5 hours, of which 32.5 are required on campus. In other words, 5 hours may be worked from off campus.

Thank you for considering my request.

Cordially,

A handwritten signature in cursive script that reads "Dave Patterson". The signature is written in dark ink and is positioned to the right of the typed name "David Patterson".

David Patterson

LANGUAGE, LITERACY AND CULTURE (LLC) DOCTOR OF PHILOSOPHY (Ph.D.)


Overview

Studies in Language, Literacy, and Culture (LLC) center on promoting equity and honoring socio-cultural and linguistic diversity; transforming schools and other educational spaces; supporting teachers as learners across their careers; and fostering promising social futures for all youth. To accomplish these aims, we focus on the most fundamental human tool and resource, language. We consider the importance of the aesthetic as well the functional. Besides using language as a lens for understanding, we also consider other pivotal ways that humans learn, communicate, and create through a variety of symbolic systems: from visual images to digital media to dance. Especially in an increasingly digital world, we feel it is necessary to explore how these symbol systems often work in combination as we create and communicate. Through these lenses, we investigate such issues as equity across race, ethnicity, gender, and social class; youth culture; migration and immigration; globalization; and home, school, and community interactions. Interweaving theory and practice, we are interested in these issues as they impact learning and language development, teaching and teacher education, and school and public policy.

The theoretical stance of the LLC Ph.D. program is socio-cultural, in that we situate language and literacy within educational institutions. Our theoretical stance is also critical in that we emphasize the transformative functions of language and literacy, keeping in constant view their potential to effect social change and create more inclusive, democratic societies. The program helps students develop a thorough understanding of the theoretical and research literature underlying this stance and its implications for teaching and learning.

Our Ph.D. program promotes research in a range of contexts, in and out of school, nationally and internationally, and across the age range. Students will develop expertise in one or more of the following areas:

- literacy studies, (with specialties in reading, writing, multi-modality);
- teacher education, (with specialties in elementary language arts, secondary English education, bilingual and first and second language education); and
- educational linguistics, (with specialties in bilingualism and second language learning, acquisition of academic language, and language socialization).



As a basis for their research, students learn to use a variety of research methods that involve the analysis of language and other symbol systems; these methods are both qualitative and quantitative. The Ph.D. prepares students to serve in research, teaching, and curriculum development capacities.

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