Department of Teaching, Learning and Sociocultural Studies

Language, Reading & Culture Program

LRC 535 “Content Area Literacy in a Multicultural School”

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**COURSE DESCRIPTION.**

Prepares teachers to integrate knowledge of cultural diversity and literacy processes with their content and specialization. Graduate-level requirements include an in-depth research paper or other project.

**Expanded Course Description.**

This course explores literacy and culture in the secondary content area classroom. We examine how the tools of reading and writing are used to support students’ engagement of ideas in the content areas of Social Studies, Science, English, Mathematics and Spanish. Special attention is paid to the diversity of students in the secondary school; that is, students bring diverse linguistic and cultural backgrounds to the content area classroom, which affects teaching and learning success. Teachers in all content area classes play an important role in the literacy development of students. This course provides theoretical principles of reading and writing development, the nature of “text,” and processes and practices related to teaching students in ways that support their comprehension and composition processes.

Secondary schools provide a rich setting in which to highlight and examine the cultural and social identities of students and their approach to literacy in the content areas. We will be involved actively in planning ways to use reading and writing for the construction of content area knowledge.

*“To meet 21st Century literacy demands, students need to be proficient readers and writers of a variety of types of texts. All students deserve frequent opportunities to read and write and quality instruction as part of their learning of content. Teachers who provide explicit instruction and opportunities to practice content-specific reading and writing tasks help students become independent learners.”* (Irvin, J.L., Meltzer, J. & Dukes, M. *Taking action on adolescent literacy* (p. 51). Alexandria, VA: ASCD)

**Course Conceptual Objectives, InTASC[[1]](#footnote-1) Model Core Teaching Standards, and ISTE Standards.**

The state of Arizona has adopted Arizona's Common Core Standards for K-12 students and the InTASC Standards and ISTE NET-T for the preparation of K-12 teachers.  This course utilizes all three sets in identifying course goals/objectives, course activities, assigning course requirements, and in creating course assessments.

The following underlined objectives are **conceptual**: that is, they are the major *ideas* around which this course is organized. Aspects of the Model Core Teaching Standards related to this class are also included. The assignments that should help you to engage the concepts and meet the Model Core Teaching Standards around which this course is designed are in italics. Use these concepts and standards as you write your journal entries. Do you see the connection between the readings, activities, and the concepts and standards? If so, what is it? If not, what questions do you have?

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| **Course Objective** | **Standards** | **Related Assignments** |
| 1. Literacy is the use of language tools (speaking, reading, writing) in different contexts to construct meaning, to communicate, and to evaluate experience.a. Literacy is relative; one may be literate in one context, or one culture, and not literate in another.b. The content area educator provides a context for students to learn to become literate in the culture and discourse of that content area.c. A teacher’s literacy-related experiences and values regarding schooling and literacy affects his/her stance toward promoting literacy. | InTASC Standards 1, 2, & 5 Standard #1 Indicators: b, e, g, jStandard #2 Indicators: d, j, lStandard #5 Indicator: rISTE Standards 1 Standard #1 Indicators: a, c | *Literacy and Learning Essay, select readings, activities, & Planning Portfolio* |
| 2. The ways that literacy is *used* varies across cultures and content areas; understanding literacy practices as they vary across and within cultures and content areas increases our sensitivity to diverse students.  | InTASC Standards 1, & 2 Standard #1 Indicators: e, hStandard #2 Indicators: d, jISTE Standards Standard #1 Indicators: a, c | *Adolescent literature, select readings, class activities, & Planning Portfolio* |
| 3. The process of becoming a reader and writer is a socio-psycholinguistic process: the acquisition of literacy tools to understand the world and to adequately communicate is on-going; one achieves literacy as one participates in constructing meaning in various contexts and cultures.a. Efficient and effective reading, writing, and studying can be taught; learning and literacy development will occur within meaningful and purposeful contexts.b. The linguistic and experiential diversity in our classrooms is a strength. It enriches and enhances the quality and quantity of learning that occurs. | InTASC Standards 1, 3, 4, 5, & 8 Standard #1 Indicators: b, d Standard #3 Indicator: p Standard #4 Indicators: b, d, h, l Standard #5 Indicators: c, h, m Standard #8 Indicator: fISTE Standards 1, 2 Standard #1 Indicators: a, c, dStandard #2 Indicator: a | *Select readings, activities, & Planning Portfolio* |
| **Course Objective** | **Standards** | **Related Assignments** |
| 4. Teachers balance several variables when teaching effectively: their own knowledge, the curriculum and related materials, the background knowledge and purposes of their students and the internal and external socio-cultural context of the classroom. | InTASC Standards: 1, 2, 3, 4, 5, 6, 7, 8Standard #1: Indicators: b, dStandard #2: Indicators: j, mStandard #3: Indicators: i, pStandard #4: Indicators: b, d, h, l, oStandard #5: Indicators: c, h, mStandard #6: Indicators: a, rStandard #7: Indicators: a, d, g, kStandard #8: Indictors: f, nISTE Standards: 1, 2, 3Standard #1: Indicator: aStandard #2: Indicator: aStandard #3: Indicator: d | *Select readings, activities, Review of Research, Planning Portfolio* |
| 5. Student evaluation is a necessary part of good teaching and learning that is embedded in a teacher’s conceptualization of teaching and learning and is also related to social and political issues.  | InTASC Standards: 1, 2, 3, 5, 6Standard #1: Indicators: d, h, jStandard #2: Indicator: aStandard #3: Indicator: pStandard #5: Indicator: rStandard #6: Indicators: a, e, r | *Planning Portfolio* |

**COURSE TEXTS.**

Buehl, D. (2013). *Classroom strategies for interactive learning* (4th ed.). International Reading Association.

ISBN-10: 0872070026

ISBN-13: 978-0872070028

Available on Kindle & nook

Fisher, D. & Frey, N. (2011). *Improving adolescent literacy: Content area strategies at work* (3rd ed.). Pearson, Merrill Prentice Hall.

ISBN-10: 0132487128

ISBN-13: 978-0132487122

Available on Kindle & nook

I provide additional texts and resources. These will be posted on D2L.

You select an adolescent literature book and join a literature group. The selected book can be found at local libraries, bookstores, or online.

You select potential resources that you might ask students to read when student teaching. These resources may be found at the University and public libraries, the popular press, the Internet, your own library, or obtained from teachers and professors you know.

Reading and writing standards for one grade level you will be teaching (at least one grade level is required). You use these standards when working on your unit plan and planning portfolio.

State Standards can be found on the Arizona Department of Education website: <http://www.ade.az.gov/standards/contentstandards.asp>

Links for Common Core Standards:

<http://www.azed.gov/standards-practices/common-core-state-standards/> for General Information and important links.

<http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf> for English Language Arts & History/Social Studies, Science, & Technical Subjects

<http://www.azed.gov/standards-practices/mathematics-standards/> for Mathematics

<http://www.nextgenscience.org/next-generation-science-standards> for Next Generation Science Standards

**COURSE FORMAT AND COURSE EXPERIENCES (ACTIVITIES AND ASSIGNMENTS).**

Each module is designed to provide opportunities to apply and construct course understandings. A major goal is to develop a learning community to help participants construct knowledge of language, literacy, and practices to support students’ use of literacy as a tool to learn in the content areas. These are *formative* experiences that contribute to the construction of the *summative* assignments for the course. It is expected that these formative and summative experiences connect with knowledge from other teacher education courses in the Teach Arizona program, with your personal experiences, and with your professional and personal goals.

*Full participation in class is expected. Attendance at Friday face-to-face sessions is mandatory. Sign in for each face-to-face workshop. After one unexcused absence, your course grade will be lowered one grade for each unexcused absence. Refer to Appendix A for Course Policies.*

Each student will present a five-minute Literacy and Learning experience with an artifact that represents the student’s literacy and learning journey. These presentations will occur during our Friday face-to-face sessions.

*Formative Experiences*.

Formative experiences are those engagements, activities, and experiences that contribute to forming understandings and potential teaching practices. As such, most students re-do until full points are received. The formative experiences are worth 310 points for 50% of your grade.

1. *Weekly Reading Response Journal*. Students will keep an *electronic Reading Response Journal*. A “response” to the week’s readings will be posted to D2L. All weekly responses are due by midnight on Sunday. Responses should include evidence of your reflection on the content, activities, connections made between your personal and professional experiences, and the value of the ideas and learning experiences. You should ask questions and predict how these experiences might be applicable to teaching. I will respond to each journal entry. Each journal entry is worth 10 points toward your final formative grade for a total of 40 points.
2. *Other Learning Activities.* Students will complete a total of 9 learning activities to include developing instructional strategies and routines to be used in your unit plan, Planning Portfolio, and teaching practicum. There will be a sign-up sheet on D2L for you to choose a learning partner for each activity. The 10th activity will be a response to each Young Adult Literature group presentation. These activities are explained in the weekly learning modules. Each activity is worth 10 points toward your final formative grade for a total of 100 points. InTASC Standards: 1, 2, 3, 4, 5, & 8. ITSE Standards: 1 & 2.
3. *Toward a Planning Portfolio*. The planning portfolio (see summative requirements) is created throughout the course. Towards the Planning Portfolio is comprised of 7 parts. Each part is worth 10 points for a total of 70 points toward your final formative grade. Once I have approved each part of the portfolio you can include it in your electronic planning portfolio, which is part of your summative grade. Refer to the course calendar for due dates. Specific components will be outlined in the corresponding learning modules. Students will collaborate and conference with others during Friday F2F workshops. InTASC Standards: 1, 2, 3, 4, 5, 6, 7 & 8. ITSE Standards: 1, 2, & 3.
4. *A unit plan*. Using the materials gathered and analyzed for the learning activities and planning portfolio, create a unit plan that integrates reading and writing instruction and includes descriptions of formative and summative assessments and the actual summative assessment or rubric. The unit plan is worth 25 points toward your final formative grade. It must follow a standard lesson plan format. The unit plan is shared during Friday F2F sessions and included in the planning portfolio summative assessment. InTASC Standards: 1, 2, 3, 4, 5, 6, 7, & 8. ITSE Standards: 1, 2, & 3.
5. *A Literacy & Learning Memoir.* Write an essay (about 4-5 pages) describing the role literacy played in learning something of significance in your life. As appropriate, use class discussions, readings, and engagements to interpret the significance of the experience being remembered. Address, at a minimum, the following questions: Describe the event; why was this event significant?; What role did reading/writing play in this significant event?; Upon reflection, how did you use reading/writing?; Did anyone have an influence on you?; Could this experience have been better?, and if so, how? Make connections between what is being learned in this class and your experience. The memoir should have a title and be typed double spaced with 1” margins. The memoir is worth 25 points toward your final formative grade. InTASC Standards: 1 & 2. ITSE Standards: 1.
6. *Adolescent Literature*. Read one of the suggested adolescent literature books representing a culture different from your own. A list of suggestions will be posted on D2L. Literature groups of students reading the same book are formed for discussion and presentation. Discuss the book you would like to read and sign up with your group. Find the literature in the local library, bookstore, or on the Internet. Each group will create an on-line collaborative presentation to which students will respond. Think about what kind of brief activity you can include in your presentation to engage your colleagues. This assignment is worth 25 points toward your final formative grade. Student responses are worth 10 points towards *Other Class Activities*. InTASC Standards: 1 & 2. ITSE Standards: 1 & 2.
7. *Review of Research Article.* Select a research article from the Fisher and Frey (2011) references or other references referred to in the course-related resources. Write a 2 page review of the selected article. In the first paragraph of the review, summarize the article including the author’s purpose, methods used to arrive at knowledge, and findings. Next, relate the findings of the article to the content knowledge of our course. In the conclusion of your review apply the findings to your future teaching. This assignment is worth 25 points toward your formative grade. InTASC Standard 4. ITSE Standard 3.

*Summative Experiences.*

Summative experiences are meant to provide an opportunity to integrate and synthesize course learning. 150 points comprise the summative experiences.

1. ***Course Reflection and Testimony****.* Write a course reflection and testimony. What significant learnings are evident? What was the value of the readings, activities, and learning to you? Could you imagine using a journal when you teach? If so, how? What language and literacy ideas are committed to incorporate into your teaching? How will you use what you have learned? This reflection and testimony is a minimum of 3 full pages. Review the journal entries, discussion posts, your learning partners’ responses, and my responses. Post your Reflection and Testimony to D2L. This Reflection and Testimony is worth 50 points and weighted at 10% of your final summative grade. InTASC Standards: 1, 3, 5, & 8.
2. ***Planning Portfolio.* *This is a benchmark assignment for the course. You must pass the assignment to pass LRC 535.*** ***A passing grade is defined as an average score of “2” or above (across all categories) on the grading rubric.*** This Planning Portfolio is worth 100 points and weighted at 40% of your final summative grade. InTASC Standards: 1, 2, 3, 4, 5, 6, 7 & 8. ISTE Standards: 1, 2, & 3. Submit the Planning Portfolio to D2L for my evaluation.

# Expectations for the Planning Portfolio (Benchmark)

The planning portfolio is a project to help you prepare for teaching. It does not represent *all* the planning that is necessary for actual teaching. It does, however, provide an opportunity to consider the planning necessary for the incorporation of language and literacy instruction in your content area so that students have access to the discourse of your content.

PHASE ONE: The Title & Conceptual Objectives. The first item in your Planning Portfolio is a Title and the Conceptual Objectives. Conceptual objectives are the Superordinate Concept, the Coordinate Concepts, and the Subordinate Concepts. State the superordinate concept, each coordinate concept and related subordinate concepts. The superordinate concept should be a complete sentence; the coordinate and subordinate concepts can be a word or a phrase. You may ask an essential question instead of a superordinate concept and may also include state standards, performance objectives or behavioral objectives, but these types of objectives must be related to concepts. You have a good model for integrating these different sorts of objectives in the syllabus for this course. Also, refer to Chapter 3 in Anders and Guzzetti.

PHASE TWO: Getting to Know Your Students. Now that you have figured out what you are teaching and why, think of ways to find out about your students’ background knowledge, experience, and interests in the concepts and behaviors you want to teach. You might do a brainstorming activity, a survey, a focus group, interviews, questionnaire—anything that suits your content area and concepts that will let you know about your students. Write your ideas and provide an example or description of what you will do.

PHASE THREE: Analysis of Resource. Choose a print-based resource (textbook, Internet source, magazine article, trade book) that is related to one or more of your concepts. (It is to be a potential reading assignment that you might give to your students to engage them in any of the concept(s) you have developed. Analyze this resource for its appropriateness. Do this by making sure there is a relationship between the concepts you want to teach and what the author has written. Next, analyze (using the techniques discussed in Chapter 4 of A & G) the ‘friendliness’ of the text. As a result of your analysis provide a write up including the following information: a) name of the text, author, pages analyzed; b) the technique(s) used to analyze the text; c) the results of your analysis (show your work, provide concrete results); d) as a result of your analysis, write a paragraph describing the text in terms of structure and coherence (global and local); and e) what do you think are the strengths and weaknesses of the text as a potential assignment? Brainstorm and collect potential resources (all kinds: guest speakers, web sites, blogs, texts, tradebooks, videos, podcasts, and other media, etc.) that will fit your concepts. Create a “Resource Chart,” which is the next phase.

PHASE FOUR: Organize Resources and Concepts: Create a matrix of possible resources and coordinate concepts. Concepts would be your column headings; resources would be your rows. Include multicultural resources, print-based materials, and multimedia materials. Provide a “Resources Bibliography” so that the materials may be located in the future.

PHASE FIVE: “Before,” “During,” & “After” reading activities. For the analyzed text, create before, during and after activities to provide support for students’ reading of the assignment (you can draw from and use what you have already created). Note: the activities you choose should accommodate for the shortcomings/weaknesses of the text, which you discovered when you analyzed a potential reading assignment for Phase Three. Put these activities in the matrix (PHASE SIX) that represents your conceptual goals for the reading assignment.

PHASE SIX: Organize activities. Create a matrix of possible activities and instructional strategies you will use to engage students in the Coordinate & Subordinate concepts. Concepts would be your column headings; possible activities would be your rows. You only have to create one example of “before,” “during,” and “after” activities; this matrix is to record your thinking—the ideas you have for such instructional activities at this point.

PHASE SEVEN: Describe formative and summative assessments. Describe the sort of formative and summative assessments you will use to evaluate students’ engagement of these concepts. How will you check for understanding throughout the unit and how will you assess what students have learned at the end of the unit? Include a brief description of each assessment and why you chose to use it. Be sure to draw from the course resources.

Organize all the component parts described in each phase of the planning portfolio and compile an electronic portfolio. The planning portfolio should include: Table of Contents, strategies and instructional routines developed in Module III, Towards the Planning Portfolio Phases 1-7, and the unit plan. Your planning portfolio should be formatted according to the requirements of the course with page numbers. Sources must be cited in APA. This benchmark assignment will be scored according to the following rubric. The planning portfolio may be helpful during student teaching and/or when applying for a teaching position. Submit the Planning Portfolio to D2L. The planning portfolio is worth 100 points and 40% of your final summative grade. InTASC Standards: 1, 2, 3, 4, 5, 6, 7 & 8. ITSE Standards: 1, 2, & 3.

**Rubric for Assessing the Planning Portfolio (Benchmark)**

The planning portfolio demonstrates evidence of the five course concepts and related InTASC standards.

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|  | 4 | 3 | 2 | 1 |
| Phase One: Title and Conceptual & Performance Objectives*InTASC Standards:**4 & 7**ISTE Standards: 1 & 2* | Artifacts provide strong evidence of effective planning utilizing design principles of planning: clearly articulated conceptual goals and performance objectives for incorporating literacy in the content areas consistent with State Standards.   | Artifacts provide evidence of effective planning utilizing design principles of planning: conceptual goals and performance objectives for incorporating literacy in the content areas consistent with State Standards.  | Artifacts provide some evidence of effective planning utilizing design principles of planning: conceptual goals and performance objectives for incorporating literacy in the content areas consistent with State Standards. | Portfolio artifacts provide little evidence of effective Planning utilizing design principles of planning: conceptual goals and performance objectives for incorporating literacy in the content areas consistent with State Standards. |
| Phase Two: Getting to Know Your Students*InTASC Standards: 1, 2, 3, 4, 5, 7, & 8**ISTE Standards: 1 & 2* | Artifacts include a variety of ways to get to know students’ background knowledge, experience, and interests in the concepts and behaviors to be taught. Artifacts are well –organized, clear, fresh and build community in the classroom. | Artifacts include ways to get to know students’ background knowledge, experience, and interests in the concepts and behaviors to be taught. Artifacts are organized, clear, and contribute to building classroom community. | Artifacts reference some ways to get to know students’ background knowledge, experience, and interests in the concepts and behaviors to be taught. Artifacts are limited and general in nature.  | Artifacts are limited and fail to include ways to get to know students’ background knowledge, experience, and interests in the concepts and behaviors to be taught.  |
|  | 4 | 3 | 2 | 1 |
| Phase Three: Analysis of Resources*InTASC Standards: 4, 5, 7 & 8**ISTE Standards: 1, 2, & 3* | Artifact includes 5 analytical techniques to comprehensively and critically analyze a sample text the future teacher plans to assign.  | Artifact includes a substantial analysis and critique of the text used in the unit by utilizing 3 or 4 analytical techniques.  | Artifact includes a satisfactory text analysis utilizing 2 techniques.  | Artifact includes 1 or no text analysis techniques of the text to be assigned to students.  |
| Phase Four: Resources and Concepts*InTASC Standards: 1, 2, 3, 4, 5, 7, & 8**ISTE Standards: 1, 2, & 3* |  Artifact provides a wide variety of multi-modal resources (minimum of 15 resources including digital, trade, academic resources) organized by coordinate concepts. A reference list accurately formatted according to APA guidelines is included. |  Artifact provides a variety of multi-modal resources (10 -14 resources) organized by coordinate concepts. A reference list formatted according to APA guidelines is included, but has several errors. | Artifact provides fewer than 10 resources organized by coordinate concepts. A reference list is included, but is not formatted according to APA guidelines or has multiple errors. | Artifact provides fewer than 3 resources and/or does not include a reference list.  |
| Phase Five:Before, During and After reading strategies*InTASC Standards: 1, 2, 3, 4, 5, 7, & 8**ISTE Standards: 1 & 2* | Artifact demonstrates appropriate selection and development of reading instructional strategies that are appropriate for the text analyzed in Phase Three. The strategies appropriately contribute to student comprehension, vocabulary, and metacognition.  | Artifact includes all of the elements of the assignment but the rationale for their selection is not clear. | Artifact lacks one or more of the elements of the assignment. | Artifact lacks the elements of the assignment. |
|  | 4 | 3 | 2 | 1 |
| Phase Six:Organization of Potential Activities*InTASC Standards: 1, 2, 3, 4, 5, 7, & 8**ISTE Standards: 1 & 2* | Artifact organizes and lists a minimum of 5 possible unit activities for each of the coordinate concepts.  | Artifact organizes and lists fewer than 5 possible unit activities for each of the coordinate concepts. | Artifact organizes and lists fewer than 3 possible unit activities for each of the coordinate concepts. | Artifact fails to organize and list possible unit activities for each of the coordinate concepts. |
| Phase Seven: Formative and Summative Student Assessment*InTASC Standards: 2 & 6**ISTE Standards: 1 & 2*  | Artifact demonstrates thoughtful plans for evaluating students’ engagement in the ideas and uptake of the skills reflective of the unit plan. Formative and summative plans are clearly described. | Artifact is complete, but lacks rationale for formative and summative plans. | Artifact meets some of the requirements. | Artifact is incomplete and not thoughtful or clear. |
| Cultural and Linguistic DiversityInTASC Standards 1, 2, 3, 4, 5, & 7ISTE Standards: N/A | Student artifacts provide substantial evidence of understanding how literacy practices vary across and within cultures and draw on students’ cultural and linguistic backgrounds to engage learners in culturally responsive ways. | Student artifacts provide evidence of understanding how literacy practices vary across and within cultures and draw on students’ cultural and linguistic backgrounds to engage learners in culturally responsive ways. | Student artifacts provide some evidence of understanding how literacy practices vary across and within cultures and draw on students’ cultural and linguistic backgrounds to engage learners in culturally responsive ways. | Student artifacts provide little to no evidence of understanding how literacy practices vary across and within cultures.  |
|  | 4 | 3 | 2 | 1 |
| Organization and Professionalism | The portfolio is excellent in terms of organization, design, layout, and neatness. | The portfolio is effective in terms of organization, design, layout, and neatness. | The portfolio is generally acceptable in terms of organization, design, layout, and neatness, but may be lacking in one or more of these areas. | The portfolio is distracting and/or messy in terms of organization, design, layout, and/or neatness. |
| Completion of Required Elements*InTASC Standards: 1, 2, 3, 4, 5, 6, 7 & 8**ISTE Standards: 1, 2, & 3* | The portfolio is comprehensive, complete, contains all required elements and follows all guidelines in an exemplary manner.  | The portfolio is thorough, complete, contains most of the required elements and follows the guidelines in a commendable manner.  | The portfolio is satisfactory, mostly complete, but does not include some required elements. The portfolio follows the overall guidelines in a satisfactory manner.  | The portfolio is incomplete. Required elements are partially complete or missing. |

*Grades.*

Formative grades are averaged and weighted at 50%. Summative grades are weighted at 50%. The final grade is the average of formative and summative grades. Percentages and grades are as follows: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; below 60 = F.

*Course Policies.*

See Appendix A for the university and college course policies for which you are responsible. Ask questions about these policies if any are unclear.

LRC 535: CONTENT AREA LITERACY

 IN A MULTICULTURAL SCHOOL

COURSE CALENDAR

**Activities and assignments will be explained in detail in each week's corresponding learning module(s).**

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| **Week 1****June 9th -June 13th**  |
| ***Introduction, Course Overview, & Syllabus*** |
| **Readings** | **Activities** | **Due Date** | **CO/InTASC/ISTE** |
| Syllabus | Syllabus 3-2-1 | June 9th |  |
|  | On-line introduction | June 9th  |  |
| ***Module I******Literacy and Language: Ensuring all Students Read, Write, and Think*** |
| Time to Act (pp. 1-63) | Complete Anticipation Guide on Teacher beliefs | June 9th | CO1/1, 2, & 5/NA |
| Teaching Disciplinary Literacy to Adolescents | N/A | June 10th  |  |
| Fisher & Frey Chapter 1 | N/A | June 10th  |  |
| Buehl Chapter 1 |
| Anders & Guzzetti Chapter 3 (**Literacy Autobiographies only**) | Complete a Cleary Interview | June 10th  | C01/2/NA |
| ***Module II******Literacy Across & Within Cultures: Language, Literacy, & Learning*** |
| The Importance of the Act of Reading | Complete a Dialectic Journal and connect the three readings. | June 11th CO2/1 & 2/1 |
| What is Literacy |
| Obituary  |
| ***Friday F2F*** ***June 13th***  |
| *Literacy & Learning Experience presentations (4 presenters)* |
| *Discussion of Readings and Key Ideas* |
| *Instructional Routines and Strategies* |
| *Content Area Planning* |
| *Adolescent Literature Groups* |
| N/A | Response Journal Entry #1 | June 15th | C05 |
| **Week 2****June 16th-June 22nd**  |
| ***Module III******Constructing Meaning in the Content Areas: Instructional Strategies & Routines*** |
| **Readings** | **Activities** | **Due Date** | **CO/InTASC/ISTE** |
| Fisher & Frey Chapter2  | Create an anticipatory activity | June 16th  | CO3/1, 2, 3, 4, 5, & 8/1 & 2 |
| Buehl Chapter 2 |
| Fisher & Frey Chapter 3 | Create a vocabulary development activity. | June 17th  |
| Fisher & Frey Chapter 4-5 | Create a think aloud activity and a graphic organizer | June 18th  |
| Fisher & Frey Chapter 6-7 | Create a note-taking activity and a RAFT activity | June 19th  |
| ***Friday F2F******June 20th***  |
| *Literacy & Learning Experience presentations (4 presenters)* |
| *Discuss Instructional Strategies and Routines*  |
| *Text Analysis (Bring a content area textbook to class)* |
| *Planning workshop* |
| *Adolescent Literature Discussion* |
| N/A | Revised Strategies and Instructional Routines | June 22nd |  |
| N/A | Response Journal Entry #2 | June 22nd  | C05 |
| **Week 3****June 23rd -June 29th**  |
| ***Module IV******Content Area Literacy Planning: Instructional Design*** |
| **Readings** | **Activities** | **Due Date** | **CO/InTASC/ISTE** |
| Backwards Design | Toward the Planning Portfolio: 1) Title and conceptual objectives2) Getting to know your students | June 23rd   | CO4, CO5/1, 2, 3, 4, 5, 7, & 8/1, 2, & 3 |
| Anders & Guzzetti Chapters 3-4 |
| Buehl Chapters 3- 4 |
| Refer to above | 3) Analysis of Resource and 4) organize resources and concepts | June 24th  |
| Refer to above | 5) Before, During & After Reading Activities and 6) Organize Resources  | June 25th  |
| ***Friday F2F******June 27th***  |
| *Partner Review of Literacy & Learning Narratives (Bring Drafts to Class)* |
| *Planning Portfolio workshop & conferencing (Bring Drafts)* |
| *Adolescent Literature Discussion Group* |
| N/A | Literacy & Learning Narrative | June 29th  | CO1/1 & 2/1 |
| N/A | Response Journal Entry #3 | June 29th  | C05 |
| **Week 4****June 30th-July 6th**  |
| ***Module V******Assessment: Formative and Summative*** |
| **Readings** | **Activities** | **Due Date** | **CO/InTASC/ISTE** |
| Fisher & Frey Chapter 9Fisher on “The Missing Link”  | 1. Formative and Summative Assessments
 | June 30th  | CO5/2& 6/NA |
| N/A | Draft of Unit Plan for Review | July 2nd  | CO4/1, 2, 3, 4, 5, 6, 7, & 8/1, 2, & 3 |
| ***Happy 4th of July Holiday—No F2F Meeting*** |
| Refer to suggested content area articles | Review of Research Article | July 6th  | C04/4/3 |
|  | Response Journal Entry #4 | July 6th  | CO5 |
| **Week 5****July 7th-July 10th**  |
| ***Module VI******Practicing Content Area Literacy*** |
| **Readings** | **Activities** | **Due Date** | **CO/InTASC/ISTE** |
|  | Adolescent Literature group presentations | July 8h  | CO2/2/1 |
|  | Respond to group presentations | July 9th  | CO2/2/1 |
|  | **Planning Portfolio**  | ***July 10th***  | CO4, CO5/1, 2, 3, 4, 5, 6, 7, & 8/1, 2, & 3 |
|  | **Course Reflection & Testimonial**  | ***July 10th***  | CO5/1, 3, 5, & 8/N/A |

***Enjoy the rest of the summer!***

***Best wishes as you enter the classroom!***

Appendix A

LRC 535: “Content Area Literacy in a Multicultural School”

Course Policies

**Syllabus Policy**

The syllabus for this course is subject to negotiation and change. All changes will be posted on D2L in the News section. Students are responsible for checking the News for course updates and important information. Course grade and absence policies will not be changed. Talk with the professor about any concerns you might have or to make suggestions for syllabus revisions.

**Attendance Policy**

In accordance with University policy, attendance is mandatory. Students are expected to arrive on time and attend all face-to-face (F2F) sessions. The grade will be lowered one grade for each unexcused absence. Please sign in when you enter class. *All holidays or special events observed by organized religions will be honored for those students who are affiliated with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.*

**Students with Disabilities**

If you anticipate issues related to the format or requirements of this course, please contact me at your *earliest* convenience. I would like us to discuss ways to ensure your full participation in this course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-321-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

**Assignment Due Dates**

Everyone should be prepared to discuss the readings, share written work, and work actively with others in small groups. Please observe due dates. Points will be deducted for late work. Please note that any assignment handed in more than one class meeting late will receive no more than half the points available for that particular assignment. All work must be typed. Papers and citations should be formatted according to the APA Style Guide.

Please review policies against plagiarism by reviewing the Student Code of Academic Integrity <http://dos.web.arizona.edu/uapolicies>

Keep your course calendar up to date, as adjustments may be made.

1. Interstate Teacher Assessment and Support Consortium [↑](#footnote-ref-1)