Foundations of Literacy Education in Diverse Contexts
Fall 2021

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Office hours: Online by appointment

COURSE INFORMATION
Masters level: RED 5300-001: Foundations of Literacy [CRN 20073]
3 credit hours
Online, asynchronous course

COURSE DESCRIPTION
This course focuses on the study of literacy for K-12 educators, adult and youth educators, reading teachers, and other literacy professionals. Students will learn about historical, social, cognitive, and critical approaches to teaching literacy in schools and other educational spaces. Special emphasis is placed on literacies of the U.S./Mexico border region and the literacy education of emergent bilingual students. The course aligns with Standards I, III, and IV of the Texas Reading Specialist certification standards.

COURSE OBJECTIVES
The course aligns with Standards I, III, and IV of the Texas Reading Specialist (TRS) certification standards. The standards that are covered in this course include:

- Understanding the theoretical foundations of literacy (Standard IV);
- Planning and implementing developmentally appropriate, research-based reading/literacy curricula for all students (Standard IV);
- Applying knowledge of the interrelated components of reading across the developmental stages of oral and written language (Standard I);
- Designing and implementing reading instruction that reflects state content and performance standards and addresses the varied learning needs of all students (Standard III).

This course is also aligned with the aims of the UTEP Edge initiative, which include:

- Providing learning opportunities to develop students’ communication and critical thinking skills, as well as engender sense of the social responsibility students undertake as educators of youth and adults in the El Paso borderland region.

STUDENT LEARNING OUTCOMES
Through participation in this course, students will:

1. Understand literacy and literacy learning from an ecological perspective that includes historical, social, cognitive, and critical aspects;
2. Compare the functions, forms, and practices of literacy found in school, home, and community contexts;
(3) Investigate the social, political, economic, and historical contexts that shape schooling and literacy education specifically;
(4) Explore the print, multi-modal, and digital forms of literacy found in bilingual communities on the U.S.-Mexico border and other linguistically and culturally diverse settings;
10) Analyze instructional materials and approaches used in the teaching of literacy;
11) Develop integrated lesson plans that put theories of language and literacy teaching into practice;
12) Write a short literature review on a topic of interest related to literacy teaching and learning.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due (in addition to readings)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 23</td>
<td>Learning and teaching literacies, Purposes of literacies</td>
<td>RR1, Peer responses Online course activities</td>
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<td>2</td>
<td>Aug 30</td>
<td>Literacies pedagogy, From where do we read the world, Multicultural and diverse literature, Building literacy with emergent bilingual students</td>
<td>RR2, Peer responses Online course activities Identify, summarize diverse text</td>
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<td>3</td>
<td>Sept 6</td>
<td>Didactic literacy pedagogy, The “science of teaching reading”, Emergent bilingual students and reading</td>
<td>RR2, Peer responses Online course activities Draft of didactic lesson(s)</td>
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<td>4</td>
<td>Sept 13</td>
<td>Authentic literacy pedagogy, Power and pedagogy, Process writing and writing workshop, Out of school literacies, Writing to learn across the curriculum</td>
<td>RR3, Peer responses Online course activities Draft of authentic lesson(s)</td>
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<td>5</td>
<td>Sept 20</td>
<td>Teaching literature to children and adolescents, Culturally sustaining pedagogy, Teaching controversial issues</td>
<td>RR4, Peer responses Online course activities</td>
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<td>6</td>
<td>Sept 27</td>
<td>Functional literacy pedagogy, Disciplinary literacy</td>
<td>RR5, Peer responses Online course activities Draft of functional lesson(s)</td>
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<td>7</td>
<td>Oct 4</td>
<td>Critical literacies pedagogy, Wrapping up</td>
<td>RR6, Peer responses Online course activities Draft of critical lesson(s)</td>
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**COURSE REQUIREMENTS**

*Participation in weekly online course activities (7 X 2 pts each = 14 pts.):* Each week there will be a PowerPoint posted with different activities to guide you through course content and provide opportunities for collaborative reflection on and analysis of the readings each week.
Reading response assignments (7 X 3 pts each = 21 pts): Learning is a social activity. The more actively engaged you are in class, the more you learn, and the more we are able to learn from you. As a way of practicing thoughtful reading, you will write a brief synthesis of the readings for each class session and include 1 question for discussion. The synthesis should demonstrate knowledge and understanding of all of the readings for that day, as well as thoughtful reflection and connection between the readings and across the course. These syntheses are brief versions of what you do when you write a review of literature, drawing connections across multiple works and illuminating patterns, contrasts, etc. With the synthesis, you will also include 1 thoughtfully composed discussion question that asks respondents to analyze, apply, or evaluate some aspect of the readings. A synthesis should be no more than 350 words, not including the discussion question. These reading responses are due to the discussion board on Blackboard on the Friday of each week.

Peer responses to reading responses (14 X 1 pt each = 14 pts): In addition to posting your reading responses, you will also read through two of your classmates’ reading responses and you will answer the discussion questions they pose in their reading responses by the Sunday of each week. Your response to their discussion questions should be no more than 200 words.

Unit of Study centered around a diverse text (51 pts): In order to apply your understandings of course materials, you will develop a unit of study centered around four different lesson plans that reflect each of the different literacies knowledge processes that are explored in Ch. 3 of Literacies (experiencing, applying, conceptualizing, & analyzing). These lessons will use these different knowledge processes to guide your elementary, middle, or high school students in the study of a diverse text (children’s or adolescent literature) through different reading and writing activities. These lessons will each be oriented towards a TEKS standard, they will involve both reading and writing activities using different knowledge processes, they will be developed around the diverse text you selected, and they will also address the literacy needs of emergent bilingual students. This unit of study is comprised of the following assignments: (1) identifying and providing a one-paragraph summary of the diverse text you will use in this unit of study (3 pts.); (2) drafts of each of your four lessons (4 X 3 pts. each = 12 pts.), which you will receive feedback on and revise; (3) your revised lesson plans (4 X 5 pts. each = 20 pts.); (4) a short literature review (5-7 pages) on a topic related to your unit of study (10 pts.); and (5) a 3-5 minute video presentation of your unit of study to be shared asynchronously with your classmates on our Blackboard site (6 pts.).

GRADING SUMMARIES

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation in online activities (7 @ 2 pts each)</td>
<td>14</td>
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<tr>
<td>Reading responses (7 @ 3 pts each)</td>
<td>21</td>
</tr>
<tr>
<td>Peer response to reading responses (14 @ 1 pt each)</td>
<td>14</td>
</tr>
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<td>Unit of study assignment</td>
<td>51</td>
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<td>Total points</td>
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RED 5300
Foundations of Literacy Education in Diverse Contexts

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

**COURSE MATERIALS**

There are 2 required books for this course:


Additional readings are posted on Blackboard (and marked on the syllabus with BB).

**Bibliography of Blackboard readings:**


POLICIES & PROCEDURES

Disability policy: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Equal educational opportunity: In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. No person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. Any member of the university community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the university. Complaints regarding discrimination and inquiries regarding applicable policies should be reported to the University’s Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at eoaa@utep.edu.
Academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

**Syllabus is subject to change.**