Foundations of Literacy Education in Diverse Contexts
Fall 2021

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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.

COURSE OVERVIEW

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

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

Assignment	Points
Participation in online activities (7 @ 2 pts each)	14
Reading responses (7 @ 3 pts each)	21
Peer response to reading responses (14 @ 1 pt each)	14
Unit of study assignment	51
Total points	100

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:

Everyone please purchase or rent this book: Kalantzis, M., Cope, B., Chan, E., Dalley-Trim, L. (2016). *Literacies* (2nd edition). New York: Cambridge. (ISBN: 978-1107-578692)

If you teach middle or high school students, please purchase or rent this book: Beach, R., Appleman, D., Fecho, B., Simon, R. (2020). *Teaching Literature to Adolescents* (4th Edition) (ISBN: 978-0367366209)

If you teach elementary school students, please purchase or rent this book: Leland, C., Lewison, M., Harste, J. (2017). *Teaching children's literature: It's critical!* (2nd edition) (ISBN: 978-1138284265)

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

Bibliography of Blackboard readings:

Alim, H.S. & Paris, D. (2017). What is culturally sustaining pedagogy and why does it matter? In D. Paris & H.S. Alim (Eds.), *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 1-21). New York: Teachers College Press.

Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 67-92.

Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. Heinemann Educational Books: Portsmouth, NH.

Barton, David. 2007. *Literacy: An Introduction to the Ecology of Written Language.* Blackwell: Oxford UK, pp.189-192.

Brownell, C. J., & Rashid, A. (2020). Building bridges instead of walls: Engaging young children in critical literacy read alouds. *Journal of Curriculum Studies Research*, *2*(1), 76-94.

Buehl, D. (2011). Mentoring students in disciplinary literacy. From *Developing readers in the academic disciplines.*

Calkins, L. M., Stratton, P., & Lysell, D. (1986). The art of teaching writing. Portsmouth, NH: Heinemann.

Chandler-Olcott, K., Duffy, M., & Robertson, J.M. (2017). What research says (and doesn't say) about literacy for youth with disabilities. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 93-109). New York: The Guilford Press.

Delpit, L.D. (1988). *The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review* 58, 280–298. pp. 286, 296.

DeStigter, T. (2015). On the ascendence of Argument: A critique of the assumptions of academe's dominant form. *Research in the Teaching of English (50)*1, 11-34.

Dewey, J. 1938 (1963). *Experience and Education.* New York: Collier Books. pp. 17–19, 40, 46, 74.
—. 1915 (1956). *The School and Society.* Chicago: University of Chicago Press. pp. 12, 13, 14, 15, 18, 29.

Fitzgerald, J. (2017). How practice-based research informs adolescent English language learners' composing and compositions. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 357-378). New York: The Guilford Press.

Gee, James Paul. 2003. *What Video Games Have to Teach Us about Learning and Literacy*. New York: Palgrave Macmillan, pp.2, 14, 203-210.

Haddix, M., Garcia, A., & Price-Dennis, D. (2017). Youth, popular culture, and the media: Examining race, class, gender, sexuality, and social histories. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 21-37). New York: The Guilford Press.

Hanford, E. (Director) (2018). *Hard words: Why aren't kids being taught to read?* [Radio documentary]. American Public Media Reports. Retrieved from: https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read

Heath, S. B. 1983. *Ways With Words: Language, Life, and Work in Communities and Classrooms.* Cambridge: Cambridge University Press, pp.28-29, 232-232, 260-261.

Jensen, B. (2021). Advancing the science of teaching reading equitably. *Reading Research Quarterly, 56*(S1), S69-S84.

Jones, S. & Woglom, J.F. (2015). From where do you read the world? A graphic expansion of literacies for teacher education. *Journal of Adult and Adolescent Literacy 59*(4), 443-473.

Kalantzis, M. & Cope, B. (1993). "Histories of pedagogy, cultures of schooling." In B. Cope and M. Kalantzis (Eds.), *The powers of literacy: A genre approach to teaching literacy* (pp. 38-62). London: Falmer Press.

Kinloch, V., Burkhard, T. & Penn, C. (2017). Beyond school: Examining out-of-school literacies and counternarratives of adolescent learners. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 61-77). New York: The Guilford Press.

Lems, K., Miller, Leah D., and Soro, T.M. (2017). *Building literacy with English Language Learners: Insights from linguistics, 2nd Ed.* Guilford.

Mariani, M. (2017, July 13). The neuroscience of inequality: Does poverty show up in children's brains? *The Guardian.* Retrieved from https://www.theguardian.com/inequality/2017/jul/13/neuroscience-inequality-does-poverty-show-up-in-childrens-brains?CMP=share_btn_link

Mosley Wetzel, M., Skerrett, A., Maloch, B., Flores, T.T., Infante-Sheridan, M., Murdter-Atkinson, J., Godfrey, V.C. (2001). Resisting positionings of struggle in "science of teaching reading" discourse: Counterstories of teachers and teacher educators in Texas. *Reading Research Quarterly, 56*(S1), S319-S330.

Noddings, N. & Brooks, L. (2017). Teaching controversial issues: The case for critical thinking and moral commitment in the classroom. New York: Teachers College Press.

Noguerón-Liu, S. (2021). Expanding the knowledge base in literacy instruction and assessment: Biliteracy and translanguaging perspectives from families, communities, and classrooms. *Reading Research Quarterly, 56*(S1), S307-S318.

Puzio, K., Keyes, C., & Jiménez, R.T. (2017). Let's translate! Teaching literacy concepts with English language learners. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 276-291). New York: The Guilford Press.

Riley, K. & Crawford-Garrett, K. (2016). Critical texts in literacy teacher education: Living inquiries into racial justice and immigration. *Language Arts, 94*(2), 108-111.

Rouse, A. & Graham, S. (2017). Teaching writing to adolescents: The use of evidence-based practice. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 442-456). New York: The Guilford Press.

Shannon, P. (2017). *Progressive reading education in America.* New York: Routledge.

Shannon, P. (2014). *Reading poverty in America.* New York: Routledge.

Shor, I. (2009). What is critical literacy? In A. Darder, M. P. Baltodano, and R. D. Torres (Eds.), *The critical pedagogy reader* (pp.282. 290, 294, 297) New York: Routledge.

Smith-Buster, E. (2016). Social justice literature and writing: The case for widening our mentor texts. *Language Arts*, *94*(2), 108.

Thomas, E.E. (2016). Stories *still* matter: Rethinking the role of diverse children's literature today. *Language Arts, 94*(2), 112-119.

Vasquez, V. M., Janks, H., & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts*, *96*(5), 300-311.

Vasquez, V.M. (2014). *Negotiating critical literacies with young children.* New York: Routledge.

Vehabovic, N. (2021). Picturebooks as critical literacy: Experiences and perspectives of translingual children from refugee backgrounds. *Journal of Literacy Research*, 1-24.

Wargo, J. M. (2019). Sounding the garden, voicing a problem: Mobilizing critical literacy through personal digital inquiry with young children. *Language Arts (96)*5, 275-285.

Wissman, K. (2017). "No more paperwork!": Student perspectives on multimodal composing in response to literature. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 257-276). New York: The Guilford Press.

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.**