

**University of Texas at El Paso**  
**College of Education – Department of Teacher Education**  
**RED 3342: Content Area Literacy (CRN: 15669)**  
**Fall 2019**

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Office hours: Mondays 1:30-4:00 pm,  
or by appointment

Course schedule: Tuesdays, 2:00-4:50 pm  
Location: EDUC 312 and Pebble Hills HS  
14400 Pebble Hills Blvd., El Paso, 79938

**Course description:**

RED 3342 provides an overview of literacy instruction in the content areas, with an emphasis on grades 4-12. The course is focused on the development of critical, engaged, empowered readers and writers across content areas at the secondary level. To that end, this course will provide numerous opportunities to apply literacy instructional strategies, including reading, writing, academic vocabulary, and academic conversational strategies, as aligned with State Board of Education Certification (SBEC) standards for Pedagogy and Professional Practice and English as a Second Language Standards.

**Course objectives:**

This course aligns with Texas State Board of Educator Certification (SBEC) standards for pedagogy and professional practice (4-8/7-12), with a focus on integrated literacy instruction in the content areas. In addition, the course aligns with English as a Second Language Standards (as assessed by the TExES 154 ESL Supplemental Exam).

The SBEC standards for Pedagogy and Professional Responsibilities can be found at the following online locations:

- Middle School Certificate Standards – PPR Grades 4-8:  
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=235&rl=41](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=41)
- Secondary School Certificate Standards – PPR Grades 7-12:  
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=235&rl=61](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=61)

<b>SBEC Pedagogy and Professional Responsibilities (Grades 4-12)</b>
<b>Instructional Planning and Delivery</b>
Classroom teachers in grades 4-12 demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.
<b>Knowledge of Student and Student Learning</b>
Classroom teachers in grades 4-12 work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
<b>Content Knowledge and Expertise</b>
Classroom teachers in grades 4-12 exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards.
<b>Learning Environment</b>
Classroom teachers in grades 4-12 interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and

effective routines, clear expectations for student behavior, and organization that maximizes student learning.
<b>Data-Driven Practices</b>
Classroom teachers in grades 4-12 use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
<b>Professional Practices and Responsibilities</b>
Classroom teachers in grades 4-12 consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

This course will also address the following state English as a Second Language Standards and Competencies:

<b>SBEC/TEExES English as a Second Language Standards</b>
<b>English as a Second Language Standard III:</b>
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
<b>English as a Second Language Standard IV:</b>
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
<b>SBEC/TEExES English as a Second Language Competencies</b>
Competency 005: The ESL teacher understands how to promote students' literacy development in English.
Competency 006: The ESL teacher understands how to promote students' content-area learning, academic language development, and achievement across the curriculum.

As part of this course, you will also be expected to become familiar with and use relevant Texas Essential Knowledge and Skills (TEKS) for your content area. You can access the TEKS at this link: <https://tea.texas.gov/curriculum/teks/>.

### **Professional Responsibilities and Dispositions:**

As part of this course, you will have the opportunity to develop and apply your knowledge of the UTEP College of Education's working framework for Professional Responsibilities and Dispositions, which includes the following elements:

- Professional Attributes
- Commitment to the Teaching Profession
- Professional Relationship Skills and Communication
- Beliefs and Students and Learning
- Ethical and Responsible Conduct

At the end of the semester, as part of your final exam, you will submit a self-assessment of your professional dispositions, which will be paired with the professor's assessment of your professional dispositions and submitted to the advising center along with your field experience log.

## Student Learning Outcomes:

In alignment with the standards and course goals/objectives outlined above, upon completion of this course, students will be able to:

1. Describe and apply a meaningful definition of literacy in the content areas in the digital age;
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets;
3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning;
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to differences among students and that promote all students' learning;
5. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs;
6. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning;
7. Reflect on their own strengths and areas of improvement in content literacy teaching, and use this information to adapt and improve instruction;
8. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics  
([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2))

## Course Readings:

### Required books:

Daniels, H., Zemelman, S., & Steineke, N. (2007). *Content area writing: Every teacher's guide*. Portsmouth, NH: Heinemann. ISBN: 978-0-325-00972-8.

Allen, J. (2004). *Tools for teaching content area literacy*. Portland, ME: Stenhouse. ISBN: 1-57110-380-5.

### Recommended books:

Allen, J. (2014). *Tools for teaching academic vocabulary*. Portland, ME, Stenhouse. ISBN: 978-1571104083.

### Required articles [posted in Blackboard]

These books are available at the UTEP Bookstore or can be purchased online through third party vendors.

**Course requirements:** Successful completion of this course will be based on your performance on the following assignments/assessments:

Activity/ Assessment	Point Value	Description
<b>Quizzes</b>	16 points (8 quizzes/2 points each)	Quizzes will be administered during class time to assess your knowledge and recall of the readings assigned for that class session. <b>No make-up quizzes will be allowed.</b>
<b>Reflection on Appreciative Interview</b>	2 points	During the first week of class, you will be asked to submit a written reflection on your experiences with most/least effective teachers during your K-12 schooling. The reflection will be based on an in-class Appreciate Interview activity. Please check course schedule for due dates. Points will be deducted for late submissions.
<b>Language/Literacy Background Questionnaire</b>	2 points	At the beginning of the semester, you will be asked to submit an online questionnaire regarding your own language and literacy practices. Points will be given for complete, on-time submissions. Please check course schedule for due dates.
<b>Adolescent Literacy Inventory and Report</b>	4 points	In order to learn about adolescent literacy practices and ways of getting to know students, you will be asked to conduct a brief interview with a (pre-)adolescent, ages 9-17, on their reading/writing/digital practices. You will then submit a short report of what you found in the interview. Please check Blackboard for interview questions and report template, and please check the course schedule for due date. <b>No late submissions will be accepted.</b>
<b>Written communication with Cooperating Teacher</b>	2 points (2 emails/1 point each)	In order to set up your active observations in content area classrooms, you will need to contact your assigned cooperating teacher via email. Please refer to the email template in Blackboard as a model, and please note due dates in the course schedule.
<b>Field observation report and reflection</b>	15 points (3 reports/5 points each)	As part of this site-based course, you will conduct four active observations (2 hours/each) in high school classrooms. Three active observations will take place in your designated content area, and one will take place in an ESL classroom. For each observation, you will submit a Field Observation Report and Reflection using the designated template, which can be found in Blackboard. Please

		check course schedule for due dates. You will need to complete the observation during the scheduled week. <b>No late submissions will be accepted.</b>
<b>Field Experience Log and CT Assessment</b>	N/A	At the end of this course, you will be asked to submit a Cooperating Teacher assessment of your field experience. The focus is your professionalism and active participation during on-site classroom observations. Please check Blackboard for observation forms. <b>If either the signed field experience log or CT assessment is not submitted, you will not receive credit for any field experience reports submitted (20 points).</b>
<b>Pair strategy demonstrations</b>	12 points (3 demos/4 points each)	In order to practice the strategies that we read, learn, and talk about in class, you will work with a partner to develop a strategy demonstration in your content area. You can draw on the readings in class, including Janet Allen’s <i>Tools for Teaching Content Literacy</i> and <i>Tools for Teaching Academic Vocabulary</i> as well as Daniels’ et al <i>Content Area Writing</i> , to develop your strategies. This demonstration can be thought of as a mini-lesson that incorporates a literacy strategy that would normally be part of a larger, more complete lesson. Your demonstration should last between 3-5 minutes, and you should engage your peers in participatory, hands-on learning. It will be videotaped for your own self-reflection purposes. Prior to your in-class demo, you will be asked to provide a one-page handout summarizing your plan. Please see the handout template in Blackboard for more details, and please check course schedule for pair demonstration due dates. <b>No make-up dates will be allowed.</b>
<b>Pair strategy demonstration commentaries</b>	15 points (3 commentaries/ 5 points each)	In order to reflect on and extend learning, you will be asked to submit a written commentary on your videotaped pair strategy demonstration. The commentary will be a condensed and adapted version of what is required in the edTPA. Please follow the guidelines, prompts, and requirements provided in Blackboard, and please check the course schedule for due dates. <b>No late submissions will be accepted.</b>

<b>Content lesson and presentation</b>	10 points (6 points for lesson/4 points for poster presentation)	As part of this course, you will be asked to develop a TEKS-based content lesson that includes structured reading, writing, and academic talk activities based on what we've learned in the course. The lesson will have two parts: the lesson itself, based on the template provided, and a poster summarizing the lesson to be presented in class to your peers. Please use the lesson template and follow the guidelines – both provided in Blackboard. Check the course schedule for due dates; <b>no make-up dates will be permitted.</b>
<b>Mid-term and final exams</b>	18 points total (mid-term = 8 points; final = 10 points)	There will be two exams in this course, one mid-term and one final. One key purpose of these exams is to help prepare you for the TExES state certification exams that you will take prior to student-teaching/residency. The mid-term will cover all readings and class content from the first six weeks of the course, while the final exam will be comprehensive, covering all readings and class content from the entire semester. Questions will be multiple choice and short answer and will be similar to those found on the TExES exams (PPR + ESL Supplemental). Exam dates are posted in the syllabus.
<b>Professional responsibilities and awareness evaluation</b>	4 points	At the end of the semester, you will submit a self-assessment of your professional responsibilities and awareness, based on the activities of this course, in alignment with the UTEP Professional Responsibilities and Awareness rubric. The professor will also conduct an assessment of your professional responsibilities and awareness based on the same rubric. Both evaluations will be submitted to the professor; the professor will submit the completed evaluations to the advising center, where they will be added to your student file.

**Grading:**

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 60 points

### Assessment of Student Learning Outcomes:

Student Learning Outcome	Means of Assessment
1. Describe and apply a meaningful definition of literacy in the content areas in the digital age.	<ul style="list-style-type: none"> <li>• Quiz #1</li> <li>• Field Observation Report and Reflection</li> <li>• Pair Strategy Demonstrations</li> <li>• Pair Strategy Commentaries</li> <li>• Mid-term Exam</li> <li>• Final Exam</li> </ul>
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets.	<ul style="list-style-type: none"> <li>• Quiz #2</li> <li>• Reflection on Appreciative Interview</li> <li>• Language/Literacy Questionnaire</li> <li>• Adolescent Literacy Interview Report</li> <li>• Pair Strategy Demonstrations</li> <li>• Mid-term Exam</li> <li>• Final Exam</li> </ul>
3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning.	<ul style="list-style-type: none"> <li>• Quiz #4</li> <li>• Field Observation Report and Reflection</li> <li>• Pair Strategy Demonstrations</li> <li>• Lesson Plan Presentation</li> <li>• Mid-term Exam</li> <li>• Final Exam</li> </ul>
4. Identify and apply disciplinary literacy instructional strategies for relevant content area(s), including reading, writing, academic vocabulary, and academic conversational strategies, and design assessments that are responsive to differences among students and that promote all students' learning.	<ul style="list-style-type: none"> <li>• Quizzes #3, 5, 6, 7</li> <li>• Field Observation Report and Reflection</li> <li>• Pair Strategy Demonstrations</li> <li>• Lesson Plan Presentation</li> <li>• Mid-term Exam</li> <li>• Final Exam</li> </ul>
5. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs.	<ul style="list-style-type: none"> <li>• Quiz #8</li> <li>• Lesson Plan Presentation</li> </ul>
6. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning.	<ul style="list-style-type: none"> <li>• Field Observation Report and Reflection</li> <li>• Pair Strategy Demonstrations</li> <li>• Lesson Plan Presentation</li> </ul>
7. Reflect on their own strengths and areas of improvement in content literacy teaching and use this information to adapt and improve instruction.	<ul style="list-style-type: none"> <li>• Field Observation Report and Reflection</li> <li>• Pair Strategy Commentaries</li> </ul>
8. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes	<ul style="list-style-type: none"> <li>• Written Communication with Cooperating Teacher</li> <li>• Field Observation Report and Reflection</li> </ul>



<p>knowledge and practice of the Texas Educators' Code of Ethics.</p>	<ul style="list-style-type: none"> <li>• CT Assessment</li> <li>• Pair Strategy Demonstrations</li> <li>• Lesson Presentation</li> <li>• Mid-term Exam</li> <li>• Final Exam</li> <li>• Self-evaluation and professor evaluation</li> </ul>
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**Attendance Policy:**

Absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 15% of face-to-face class time) could result in your being dropped from the course.

**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 (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS 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 in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, 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, national origin, religion, sex, age, veteran status, disability, or sexual orientation. 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 should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or [coaa@utep.edu](mailto:coaa@utep.edu).

**Academic Ethics:**

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.



**Course Schedule:**

<b>Week/Date</b>	<b>Location</b>	<b>Topic(s)</b>	<b>Readings &amp; Assignments</b>
<b>Week 1 – August 27</b>	<b>EDUC 312 @ UTEP</b>	<p>Introduction to the course</p> <p>The power of literacy to promote learning &amp; engagement</p>	<p>Syllabus - identify 2 (or more) questions related to course/requirements</p> <p><u>Assignments for Week 1:</u></p> <ul style="list-style-type: none"> <li>• Summary &amp; reflection from Appreciative Inquiry due on Bb (“Assignments”) by 9/1 at midnight</li> <li>• Language/literacy background questionnaire due by 9/3 at midnight</li> </ul>
<b>Week 2 – Sept 3</b>	<b>EDUC 312 @ UTEP</b>	<p>What is content area literacy?</p> <p>Literacy in the digital age</p> <p>Knowing your students</p>	<p><u>Readings prior to class on 9/3:</u></p> <ul style="list-style-type: none"> <li>• Daniels &amp; Zemelman, Core purposes of reading</li> <li>• NCTE, A call to action: what we know about adolescent literacy instruction</li> </ul> <p><u>In-class assessments on 9/3:</u></p> <ul style="list-style-type: none"> <li>• Quiz #1 on readings</li> </ul> <p><u>Assignments for Week 2:</u></p> <ul style="list-style-type: none"> <li>• Adolescent literacy inventory report due on Bb by 9/8 at midnight</li> </ul>
<b>Week 3 – Sept 10</b>	<b>Pebble Hills HS</b>	<p>Characteristics of “struggling” readers</p> <p>Promising practices with struggling readers</p> <p>Prepare for comprehension pair strategy demonstration</p>	<p><u>Readings prior to class on 9/10:</u></p> <ul style="list-style-type: none"> <li>• Tovani, The realities of reading</li> <li>• T-TESS/MAT</li> <li>• Allen, <i>Tools for Teaching Content Literacy</i></li> </ul> <p><u>In-class assessments on 9/10:</u></p> <ul style="list-style-type: none"> <li>• Quiz #2 on Tovani and Allen</li> </ul> <p><u>Assignments for Week 3:</u></p> <ul style="list-style-type: none"> <li>• Submit comprehension strategy demonstration plan to Bb by 9/15 at midnight (each individual submits plan)</li> </ul>
<b>Week 4 – Sept 17</b>	<b>Pebble Hills HS</b>	<p>Comprehension strategies</p> <p>Preparing for field-based application: school tour, overview by instructional coaches, sign-up for observations</p>	<p><u>Readings prior to class on 9/17:</u></p> <ul style="list-style-type: none"> <li>• Bean, Readance, &amp; Baldwin, Comprehension: Principles and integrated approaches</li> <li>• Professional dispositions rubric</li> </ul> <p><u>In-class assessments/activities on 9/17:</u></p> <ul style="list-style-type: none"> <li>• Quiz #3 on Bean et al. &amp; rubric</li> <li>• Pair comprehension strategy demonstration</li> </ul> <p><u>Assignments for Week 4:</u></p> <ul style="list-style-type: none"> <li>• Submit pair strategy demonstration commentary by 9/22 at midnight [submitted individually]</li> </ul>

<p><b>Week 5 – Sept 24</b></p>	<p><b>Pebble Hills HS</b></p>	<p>Literacy strategies with ELLs</p> <p>Second language acquisition</p> <p>English Language Proficiency Standards</p>	<p><u>Readings prior to class on 9/24:</u></p> <ul style="list-style-type: none"> <li>Gibbons, Building bridges to text</li> <li>English Language Proficiency Standards (ELPS)</li> </ul> <p><u>In-class assessments/activities on 9/24:</u></p> <ul style="list-style-type: none"> <li>Quiz #4 on Gibbons</li> <li>Sign up for Field-based Observation #2 in secondary ESL classroom</li> </ul> <p><u>Assignments for Week 5:</u></p> <ul style="list-style-type: none"> <li>Submit vocabulary strategy demonstration plan to Bb by 9/26 at midnight</li> <li></li> </ul>
<p><b>Week 6 – Oct 1</b></p>	<p><b>EDUC 312 @ UTEP</b></p>	<p>Academic language and vocabulary development</p>	<p><u>Readings prior to class on 10/1:</u></p> <ul style="list-style-type: none"> <li>Allen, Effective vocabulary instruction</li> <li>Ogle et al, content specific chapter</li> <li>Allen, <i>Tools for teaching academic vocabulary</i></li> </ul> <p><u>In-class assessments/activities on 10/1:</u></p> <ul style="list-style-type: none"> <li>Quiz #5 on Allen + Ogle et al</li> <li>Pair vocabulary strategy demonstration</li> </ul> <p><u>Assignments for Week 6:</u></p> <ul style="list-style-type: none"> <li>Submit pair strategy demonstration commentary by 10/6 at midnight [submitted individually]</li> </ul>
<p><b>Week 7 – Oct 8</b></p>	<p><b>EDUC 312 @ UTEP</b></p>	<p>Reading-writing connection</p> <p>Writing-to-Learn</p>	<p><u>Readings prior to class on 10/8:</u></p> <ul style="list-style-type: none"> <li>Daniels et al, Ch 1-2</li> </ul> <p><u>In-class assessments on 10/8:</u></p> <ul style="list-style-type: none"> <li>Quiz #6 on Daniels et al</li> </ul> <p><u>Assignments for Week 7:</u></p> <ul style="list-style-type: none"> <li>Email your content area teacher at partner school site to set up observation(s) during the week of 10/7 at noon for the next two weeks with cc to your professor and your partner.</li> </ul>
<p><b>Week 8 – Oct 15</b></p> <p><b>Field-based week – no f-t-f class session</b></p>	<p><b>Pebble Hills HS</b></p>	<p>Field-based Application #1 - Identifying literacy strategies in your content area</p>	<p><u>Assignments for Week 8:</u></p> <ul style="list-style-type: none"> <li>Complete and submit field observation report and reflection to Bb by 10/20 at midnight</li> </ul>

<p><b>Week 9 – Oct 22</b></p> <p><b>Field-based week – no f-t-f class session</b></p>	<p><b>Pebble Hills HS</b></p>	<p>Field-based Application #2 - Support strategies for secondary ELLs in Secondary ESL Classrooms</p> <p>MID-TERM EXAM</p>	<p><u>Assignments for Week 9:</u></p> <ul style="list-style-type: none"> <li>• Complete mid-term exam on Blackboard by 10/22 at midnight</li> <li>• Complete and submit field observation report and reflection to Bb by 10/27 at midnight</li> </ul>
<p><b>Week 10 – Oct 29</b></p>	<p><b>Pebble Hills HS</b></p>	<p>Understanding and applying the TEKS and content literacy</p>	<p><u>Readings prior to class on 10/29:</u></p> <ul style="list-style-type: none"> <li>• Cain and Laird, Lesson frames</li> <li>• Choose one TEK for your content area to create lesson (pair or individual); can consult CT for TEKS</li> </ul> <p><u>In-class assessments on 10/29:</u></p> <ul style="list-style-type: none"> <li>• Quiz #8 on Cain and Laird</li> </ul> <p><u>Assignments for Week 10:</u></p> <ul style="list-style-type: none"> <li>• Submit content area lesson draft by 11/17 at midnight (use edTPA template)</li> <li>• Email your content area teacher at partner school site to set up observation(s) and to set up strategy implementation during week of 11/1 before 11/1 at noon with cc to your professor and your partner.</li> </ul>
<p><b>Week 11 – Nov 5</b></p> <p><b>Field-based week – no f-t-f class session</b></p>	<p><b>Pebble Hills HS</b></p>	<p>Field-based Application #3 – Comprehension strategies and academic vocabulary development in content area classrooms</p>	<p><u>Assignments for Week 11:</u></p> <ul style="list-style-type: none"> <li>• Complete and submit field observation report and reflection on Bb by 11/10 at midnight</li> </ul>
<p><b>Week 12 – Nov 12</b></p> <p><b>Field-based week – no f-t-f class session</b></p>	<p><b>Pebble Hills HS</b></p>	<p>Field-based Application #4 – Academic talk and writing-to-learn in content area classrooms</p>	<p><u>Assignments for Week 12:</u></p> <ul style="list-style-type: none"> <li>• Implement pair strategy demonstration in content classroom</li> <li>• Submit pair strategy demonstration commentary by 11/17 at midnight</li> </ul>

<b>Week 13 – Nov 19</b>	<b>Pebble Hills HS</b>	The importance of talk: academic conversations	<u>Readings prior to class on 11/19:</u> <ul style="list-style-type: none"> <li>Zwiers &amp; Crawford, ch 2</li> </ul> <u>In-class assessments on 11/19:</u> <ul style="list-style-type: none"> <li>Quiz #7 on Zwiers &amp; Crawford</li> </ul> <u>Assignments for Week 13:</u> <ul style="list-style-type: none"> <li>Submit plan for pair strategy demonstration on writing/academic conversations (for implementation in Week 15) on Bb by 11/24 at midnight</li> </ul>
<b>Week 14 – Nov 26  ONLINE</b>		Creating content lessons based on TEKS/ELPS with integration of academic reading/writing/talk	<u>Readings for Week 14:</u> <ul style="list-style-type: none"> <li>TEKS for your content area (choose grade level)</li> </ul> <u>Assignments for Week 14:</u> <ul style="list-style-type: none"> <li>Submit revised content area lesson draft by 12/1 at midnight</li> <li>Develop lesson poster for in-class presentation on 12/4</li> </ul>
<b>Week 15 – Dec 3</b>	<b>EDUC 312 @ UTEP</b>	Content lesson presentations	<u>In-class assessment on 12/3:</u> <ul style="list-style-type: none"> <li>Content lesson presentation</li> </ul>
<b>Week 16 – Dec 11</b>	<b>EDUC 312 @ UTEP</b>	Final exam at UTEP	

\*\*Syllabus is subject to change.\*\*

## Appendix A: Rubrics

<b>Appreciative Interview Reflection</b>	
<u>Element</u>	<u>Possible Points</u>
Provides a clear description of experiences with most and least effective teachers; provides relevant details; uses descriptive rather than evaluative language.	0.5
Provides a clear analysis of experiences; clearly highlights characteristics and practices of most and least effective teachers based on experience; cites evidence from own experience.	0.5
Provides a thoughtful reflection on the experiences; includes commentary on the kind of teacher they would like to be based on these experiences and analysis.	0.5
Clearly written; well-organized; stays within the 400-500 word limit; few structural or grammatical errors.	0.5
<b>Total</b>	<b>2</b>

<b>Adolescent Literacy Inventory and Report</b>	
<u>Element</u>	<u>Possible Points</u>
Results from each question item submitted as part of OneDrive form	2
Thoughtful, clearly written account of what was learned from adolescent literacy interview provided	2
<b>Total</b>	<b>4</b>

<b>Pair Strategy Demonstration: Plan and Implementation</b>	
<u>Element</u>	<u>Possible Points</u>
<b>Pair Strategy Demonstration Plan</b>	
Plan addresses required elements: content/grade level, TEK, purpose, procedures, adaptations	0.5
Revisions made based on feedback from instructor [if applicable]	0.5
<b>Pair Strategy Implementation</b>	
Designs and implements a clear, well-organized, and well-sequenced literacy strategy that aligns with the lesson and that is appropriate for diverse learners.	1
Uses instructional approaches that encourage student engagement and higher order thinking in connection to relevant content.	0.5
Demonstrates knowledge of linguistically- and culturally responsive approaches to teaching literacy strategies in the content area	0.5
Creates the conditions for a safe, accessible, and engaging learning environment	0.5
Establishes, communicates, and maintains clear expectations for student behavior.	0.5
<b>Total</b>	<b>4</b>

<b>Pair Strategy Demonstration Commentary</b>	
<u>Element</u>	<u>Possible Points</u>
Clearly articulate the central focus of the strategy demonstration	1
Analyze how you created a learning environment of mutual respect, appropriate challenge, and support for all learners; provides evidence from video in support of claims	1
Clearly explain how your instruction engaged students in developing the essential literacy strategy and higher-order thinking; provides evidence from video in support of claims	1
Reflect on and identify changes that would you make to your instruction to better support student learning of the central focus	1
Justify how these proposed changes would improve student learning; provides support for your explanation with evidence of student learning and principles from theory and/or research.	1
<b>Total</b>	<b>5</b>