

University of Texas at El Paso
College of Education – Department of Teacher Education
RED 3342: Content Area Literacy (CRN: 34071)
Summer 2022

Professor: Dr. Diane Elisa Golding
Email: degolding@utep.edu
Cell Phone: 915-920-8686
Office: EDUC 607
Office hours: Tuesdays, 9:00 am – 10:00am
or by appointment

Course schedule: Tuesdays, 1:00 pm - 4:20pm
Location: EDUC Room 312, or virtually on Zoom or
online

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. Fifteen (15) hours of field hours are required in this course.

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)

SBEC Pedagogy and Professional Responsibilities (Grades 4-12)
Instructional Planning and Delivery
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.
Knowledge of Student and Student Learning
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.
Content Knowledge and Expertise
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.
Learning Environment

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
Data-Driven Practices
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.
Professional Practices and Responsibilities
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:

SBEC/TEExES English as a Second Language Standards
English as a Second Language Standard III:
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
English as a Second Language Standard IV:
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
SBEC/TEExES English as a Second Language Competencies
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. (2014). *Subjects matter: Exceeding standards through powerful content-area reading*. Portsmouth, NH: Heinemann. ISBN: 978-0-325-05083-6

This textbook is available at the UTEP Bookstore or can be purchased online through third party vendors.

Required articles [posted in Blackboard]

Course requirements:

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

Activity/ Assessment	Point Value	Description
Language/Literacy Background Questionnaire	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.
Reflection on Appreciative Interview	3 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.

Adolescent Literacy Interview and Report	5 points	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.
TEKS Breakdown	5 points	With the purpose of truly getting to know your TEKS or Texas Essential Knowledge and Skills, you will be asked to break down one strand into its basic parts so that you understand exactly what that standard is asking of you as the teacher and of your students.
Annotated Bibliography	5 points	Create an Annotated Bibliography of books (fiction and non-fiction) that you could use as a classroom library for your future classroom. Your list should include at least 20 books and your bibliography should include an explanation of how the book ties into your content.
Strategy Plan and Demonstration	10 points	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. 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.
Strategy Plan and Demonstration Commentaries	10 points	To reflect on and extend learning, you will be asked to submit a written commentary on your strategy plan and 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.
Content lesson and presentation	20 points	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 presentation 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.
Teacher website and literacy teaching philosophy statement	20 points	As a culminating assignment for this course, you will create your own teacher website and include your own literacy teaching philosophy statement for your content area. Your statement should be 500-750 words and should include key concepts explored during this course.
Field observation log and reflection	20 points	As part of this site-based course, you will conduct active observations in middle school/high school classrooms. You will submit a Field Observation log and Reflection. You will complete

		the observations during the scheduled weeks unless you have made other arrangements with the instructor.
Professional responsibilities and awareness evaluation	5 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 assess 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"> • Field Observation Report and Reflection • Strategy Plan and Demonstration • Strategy Plan and Demonstration Commentaries • Teacher website and Literacy Teaching Philosophy statement
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"> • Appreciative Interview Reflection • Language/Literacy Questionnaire • Adolescent Literacy Interview Report • Strategy Plan and Demonstration
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"> • Field Observation Report and Reflection • Strategy Plan and Demonstration • Strategy Plan and Demonstration Commentaries • Lesson Plan & Presentation
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"> • Field Observation Report and Reflection • Strategy Plan and Demonstration • Lesson Plan & Presentation
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"> • TEKS Breakdown activity • Lesson Plan & Presentation

<p>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.</p>	<ul style="list-style-type: none"> • Field Observation Report and Reflection • Strategy Plan and Demonstration • Strategy Plan and Demonstration Commentaries • Lesson Plan & Presentation
<p>7. Reflect on their own strengths and areas of improvement in content literacy teaching and use this information to adapt and improve instruction.</p>	<ul style="list-style-type: none"> • Field Observation Report and Reflection • Strategy Plan and Demonstration Commentaries
<p>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.</p>	<ul style="list-style-type: none"> • Field Observation Report and Reflection • Strategy Plan and Demonstration • Lesson Presentation • Self-evaluation and professor evaluation

ATTENDANCE POLICY

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

ASSIGNMENT POLICY

Written work must be high quality—clearly written, organized, and with correct mechanics. For each written assignment, please use 12-point font (Garamond, Cambria, or Times New Roman), one-inch margins, and double-spacing. Work that does not meet expectations will be returned for revision. Rubrics for assignments are in the appendix to this syllabus and on Blackboard.

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) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (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 the Center for Accommodations and Support Services (CASS)—<http://sa.utep.edu/cass/>. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

DIVERSITY AND INCLUSION

Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to our class, and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify.

You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Dean of Students Office at <https://www.utep.edu/student-affairs/dean-of-students-office/index.html> or via email: DOS@utep.edu or by calling 915-747-5648.

EQUAL EDUCATION OPPORTUNITY

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 based on race, color, national origin, religion, sex, age, veteran status, disability, gender identity, 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 eoaa@utep.edu <<mailto:eoaa@utep.edu>>

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

STANDARDS OF 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 [making plans to cheat with another], 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.

TECHNOLOGY REQUIREMENTS

Course content is delivered through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

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

Appendix A: Rubrics

Appreciative Interview Reflection	
<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.	1
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.	1
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
Total	3

Adolescent Literacy Inventory and Report	
<u>Element</u>	<u>Possible Points</u>
Results from each question item submitted as part of form	2
Thoughtful, clearly-written account of what was learned from adolescent literacy interview provided	3
Total	5

Strategy Demonstration: Plan and Implementation	
<u>Element</u>	<u>Possible Points</u>
Pair Strategy Demonstration Plan	
Plan addresses required elements: content/grade level, TEK, purpose, procedures, adaptations	1
Revisions made based on feedback from instructor [if applicable]	1
Pair Strategy Implementation	
Designs and implements a clear, well-organized, and well-sequenced literacy strategy that aligns with the lesson and that is appropriate for diverse learners.	3
Uses instructional approaches that encourage student engagement and higher-order thinking in connection to relevant content.	1
Demonstrates knowledge of linguistically- and culturally responsive approaches to teaching literacy strategies in the content area	2
Creates the conditions for a safe, accessible, and engaging learning environment	1
Establishes, communicates, and maintains clear expectations for student behavior.	1
Total	10

Strategy Demonstration Commentary	
<u>Element</u>	<u>Possible Points</u>
Clearly articulate the central focus of the strategy demonstration	2
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	2
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	2
Reflect on and identify changes that would you make to your instruction to better support student learning of the central focus	2
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.	2
Total	10

Annotated Bibliography	
<u>Element</u>	<u>Possible Points</u>
Includes 20 books – fiction and nonfiction	2
Thoughtful, clearly written explanation of how the book ties into your content.	3
Total	5

Lesson Plan (using template provided)	
<u>Element</u>	<u>Possible Points</u>
All sections of the lesson plan template are complete and include sufficient detail.	1
The lesson has a clear standard to which it's aligned, clear content/language objectives aligned to standard, and a clear, well-aligned lesson frame.	2
The lesson procedures are clear, well-developed, well-paced, and align with the objectives. The lesson procedures include appropriate opening, modeling, guided practice, independent practice, and closing.	2
The assessment strategies are clearly explained and align with the lesson objectives.	2
The literacy and academic language supports are clearly explained and align with the lesson objectives.	1
Lesson plan draft was submitted and changes were made based on feedback provided.	1
Revisions were made to improve the lesson based on instructor feedback on draft	1
Total	10

Lesson Plan Presentation	
<u>Element</u>	<u>Possible Points</u>
The lesson objectives are clearly articulated in a student-friendly manner that catches the attention of the audience. Presentation includes We will/I will framing.	2
The lesson materials and procedures are clearly explained in a step-by-step way, and include clear explanation of appropriate opening, modeling, guided practice, independent practice, and closing.	2
The assessment strategies are clearly articulated and shows alignment with the lesson objectives and procedures.	2
The literacy development component of the lesson is well-developed and clearly-articulated.	2

The visual representation of the lesson plan is well-organized, with visually-appealing layout and design, and includes all required components. The presentation is also free of errors.	2
Total	10

Teacher Website rubric	
	<u>Possible Points</u>
Create a webpage to communicate with your future students.	
Homepage: Pictures (these can be bitmojis or real pictures), teacher bio that includes personal information that you want to share with your students: educational background, family, favorite things, why you became teacher, etc; your Content area literacy teaching philosophy	3
A page of relevant links for your students: to the library, the homepage of your school, any content websites you wish your students to utilize, etc.	2
A class calendar or schedule; a sub-page for announcements or homework	4
Writing is clear and error free	1
Total	10

Literacy Teaching Philosophy rubric	
	<u>Possible Points</u>
Note your values, beliefs and aspirations as a future educator as they relate to content area literacy (reading and writing).	3
Note why you want to work with students, and what are your goals for those students.	2
Note what methods you will consider, and what theories or strategies you will use, and how you will incorporate literacy activities into your content. Please reference the course readings in this section.	3
Note how you will hone your craft and seek to be a life-long learner.	2
Total	10