

University of Texas at El Paso
College of Education – Department of Teacher Education
RED 5342: Content Area Literacy (CRN:17436)
Fall 2022

Professor: Dr. Diane Elisa Golding
Email: degolding@utep.edu
Phone: 915-747-8459
Office: EDUC 607
Office hours: Tuesdays, 2:30-4:30pm,
or by appointment

Course schedule: Tuesdays, 5:30-8:20pm
Location: EDUC Building Room 312

Course description

RED 5342 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. This course requires 15 hours of field-based observations.

Course goals

By the end of this course the student will:

- Identify the literacy needs of secondary students in the content areas
- Plan and implement appropriate learning strategies
- Select/adapt suitable instructional and assessment materials for their students
- Reflect on the role that content teachers play in developing adolescent literacy

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*

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.

Course Materials

No required texts for this course

Readings and other materials are available on Blackboard.

Additional Resources Websites

All About Adolescent Literacy: <http://www.adlit.org>

Read Write Think: <http://www.readwritethink.org>

Professional Organizations

- International Reading Association (IRA) (organization for educators/and researchers) www.reading.org
- National Reading Conference (NRC) (an international literacy research organization) www.nrconline.org
- National Council of Teachers of English (NCTE): www.ncte.org
- National Science Teachers Association (NSTA): www.nsta.org
- National Council of Teachers of Mathematics (NCTM): www.nctm.org
- National Council for the Social Studies (NCSS): www.socialstudies.org

Methods of Instruction

The course content will be delivered using a [Hyflex](#) setting. Face-to-Face and synchronous class sessions as well as asynchronous course learning that requires active participation in discussions and activities.

Assignments

Assignments in this course are designed for their practical application in the classroom as well as to demonstrate mastery of the course objectives. The assignment links include directions, rubrics

and samples (if available) under the week they are due, per our Course Calendar. I will provide instructions, any necessary handouts, and examples linked to each assignment.

1. Reading Responses and Online Participation (15%)

Reading responses are designed for students to reflect on the readings and any connections you make between the readings and your teaching. Further directions and a rubric can be found in the Course Calendar.

2. Article Analysis (10%)

Students will select a topic of interest related to some aspect of the course and locate two relevant articles from peer-review journals to do some further in-depth study. Further directions and a rubric can be found in the Course Calendar.

3. Literacy Learning Strategy Plan and Demonstration (20%)

Students will plan a demonstration of an appropriate literacy strategy for your content area learning. Further directions and a rubric can be found in the Course Calendar.

4. Graphic Novel Study (15%)

You will select a graphic novel to read, evaluate, and present it to the class. You may work alone or with a partner of your choosing. Further directions and a rubric can be found in the Course Calendar.

5. Field Experience Requirements (15%) This course requires **15 hours** of field observations. Students will fill in a log, provided in the Course Calendar as well as on our Bb course site at the top of the content page.

6. Professional Disposition Self-Assessment (10%) As stated above*, you will submit a self-assessment of your professional dispositions at the end of the semester. Further directions and a rubric can be found in the Course Calendar.

7. Literacy Philosophy Statement (15%)

This assignment is designed to assist students in developing a philosophy of literacy in your content area and takes the place of a final exam for this course. Further directions and a rubric can be found in the Course Calendar.

Grading scale

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

Late Work

Work turned in late without permission of the instructor will be penalized 10%.

Submitting Assignments

All assignments should be turned in through Bb at 11:59 pm on the due date posted on the schedule (generally the Sunday evening before class). Please save all electronic files with your last name, first name and the assignment title (i.e. **Golding, Diane Content Literacy Position Statement**). All assignments must be typed in 12-point Times New Roman, Ariel, or Calibri and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. APA format is required for all written work.

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.

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 for synchronous and asynchronous class participation. 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.

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.

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).

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>>