

**University of Texas at El Paso**  
**College of Education – Department of Teacher Education**  
**RED 5342: Content Literacy (CRN: 35742)**  
**Summer 2020**

Professor: Dr. Diane Elisa Golding  
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Course schedule: Online  
Optional Meetings: Mondays & Wednesdays  
5:00 PM-6:00PM  
Location: Blackboard Collaborate Ultra

**Course overview:**

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. 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 description (catalog):**

Methods and materials for developing maturity in reading and study skills, especially in the content areas from 4 -12. Special emphasis is given to the development of interest, the matching of students to proper materials, and instructional techniques for integrating the teaching of skills with the teaching of content. Field experience required and will be accomplished using examples of classroom videos.

**Course objectives:**

This course aligns with Texas State Board of Educator Certification (SBEC) standards for pedagogy and professional practice, 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 K-12)</b>
<b>Instructional Planning and Delivery</b>
Classroom teachers 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 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 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 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 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 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 (ESL) Standards and Competencies:

<b>SBEC/TE<sub>x</sub>ES 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/TE<sub>x</sub>ES 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.

This course will address the following ISTE standards:

<b>Learner</b>	Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
<b>Leader</b>	Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
<b>Citizen</b>	Educators inspire students to positively contribute to and responsibly participate in the digital world.
<b>Collaborator</b>	Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
<b>Designer</b>	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
<b>Facilitator</b>	Educators facilitate learning with technology to support student achievement of the <a href="#">ISTE Standards</a> for Students.
<b>Analyst</b>	Educators understand and use data to drive their instruction and support students in achieving their learning goals.

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 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. Develop a meaningful definition and application of digital literacy, in accordance with ISTE standards for educators;
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:

Tompkins, G. (2018). *Literacy for the 21st Century: A Balanced Approach (7<sup>th</sup> Edition)*. New York: Pearson. (The REVEL tool is not required)

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

Regular access to a computer, Blackboard, and your UTEP email account.

Required articles [posted in Blackboard]

**Course Assignments and Grading**

Grade Distribution:

1000-900 = A 899-800 = B 799-700 = C 699-600 = D 599 and Below = F

Activity/ Assessment	Point Value	Description
<b>Language/Literacy Background Questionnaire</b>	N/A	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.
<b>Reflection on Appreciative Interview</b>	50 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>Discussion Boards: Course readings</b>	200 points (2 responses /100 points each)  200 points (2 prompt response evaluations /100 points each)	You will be asked to submit two prompt responses (Weeks 1 & 3). You are encouraged to use PowerPoint presentations, YouTube videos and concept maps in addition to written text. In weeks 2 & 4, you will be provided a prompt to evaluate your peers' responses in weeks 1 & 3.
<b>Field Experience Log</b>	N/A	This course requires 15 observation hours. In order for you to complete these hours, you are asked to watch carefully chosen teaching videos and reflect on 5 of the videos. Please log your hours on the observation form that can be found in our Bb course site.
<b>Field Experience Video Reflections</b>	100 points (5 Reflections /20 points each)	To help you relate the experiences of the classroom videos, you will be asked to reflect on 5 specific videos in terms of what you learned, what you would change, and how the experience relates to your future teaching.
<b>Content lesson and presentation</b>	150 points (100 points for lesson/50 points for digital 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 digital presentation summarizing the lesson to be shared with your peers. Please use the lesson template and follow the guidelines – both provided in Bb.
<b>Literacy Teaching Philosophy Paper</b>	100 points	As a culminating assignment for this course, you will be asked to write 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. You should cite at least three readings/authors from the course in your paper.
<b>Quizzes</b>	100 points (5 quizzes/20 point 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>Final exam</b>	100 points	There will be a comprehensive final exam in this course.

## 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 Video Reflections</li> <li>• Discussion Boards</li> <li>• Literacy Teaching Philosophy Statement</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>• Reflection on Appreciative Interview</li> <li>• Language/Literacy Questionnaire</li> <li>• Discussion Boards</li> <li>• Literacy Teaching Philosophy Statement</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 #2</li> <li>• Lesson Plan Presentation</li> <li>• Literacy Teaching Philosophy Statement</li> <li>• Final Exam</li> </ul>
4. Develop a meaningful definition and application of digital literacy, in accordance with ISTE standards for educators.	<ul style="list-style-type: none"> <li>• Quiz #3</li> <li>• Lesson Plan Presentation</li> <li>• Literacy Teaching Philosophy Statement</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 #4</li> <li>• Pair Strategy Demonstration</li> <li>• Lesson Plan and 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>• Quiz #5</li> <li>• Lesson Plan and 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 Video Reflections</li> <li>• Discussion Boards</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 knowledge and practice of the Texas Educators' Code of Ethics.	<ul style="list-style-type: none"> <li>• Field Observation Video Reflections</li> <li>• Lesson Plan and Presentation</li> <li>• Final Exam</li> <li>• Self-evaluation</li> </ul>

## Attendance Policy

Because this is a hybrid course, attendance is determined by class participation online. Students must be prepared, participate in online individual/group discussions, and complete the course modules in order to understand and incorporate the rhetorical strategies and processes used to complete the projects. Participation is worth 10 percent of the final grade.

- To preserve a student's GPA, he/she WILL be dropped from the course for failure to turn in two or more major writing assignments.

## **Technology Requirements**

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.

You will need to have or have access to a computer/laptop, printer, scanner, a webcam, and a microphone. You will need to purchase a USB (flash drive). You will need to download or update the following software: Microsoft Office, Adobe, Flashplayer, 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 encounter technical difficulties of any kind, contact the [Help Desk](#).**

## **Netiquette**

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. 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 F2F 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. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

## **Late Work Policy**

### **Major Writing Assignments**

- Major writing assignments are due on Sundays at midnight (11:59 PM).
- Quiz and Discussion Board Assignments
  - All quizzes are due on the day posted at midnight (11:59 PM). Quizzes will be post by 8:00 AM.
  - Initial Discussion Board posts are due on Wednesdays by midnight (11:59 PM) and Discussion Board responses are due Sundays by midnight (11:59 PM).

## **Drop Policy**

To drop this class, please contact the [Registrar's Office](#) to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an "F" for the course.

### **Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

### **Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

### **Student Resources**

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many

of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.