

University of Texas at El Paso
College of Education – Department of Teacher Education
RED 5342: Content Area Literacy (CRN: 35956)
Summer 2021

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Office hours: Tuesdays, 7:00 – 8:00 pm,
or by appointment

Course schedule: Tuesdays, 5:30 – 7:00 pm
Location: [Virtual Remo Classroom](#)

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 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 description (catalog):

Methods and materials for developing maturity in reading and study skills, especially in the content areas from K-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.

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)

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| 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 (ESL) Standards and Competencies:

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| SBEC/TExES 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/TExES 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. |

This course will address the following ISTE standards:

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| Learner | Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. |
| Leader | Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. |
| Citizen | Educators inspire students to positively contribute to and responsibly participate in the digital world. |
| Collaborator | Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. |
| Designer | Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. |
| Facilitator | Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. |
| Analyst | 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 field experience log, 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](#)

Course Readings:

Required textbook:

Content Area Reading and Literacy: Succeeding in Today's Diverse Classrooms, 8th edition by V. Gillis, G. Boggs & Donna Alvermann. ISBN-13: 9780137411610 - e-text.

This book is available at the UTEP Bookstore or can be purchased online through third party vendors. The e-text is available [HERE](#) and is \$34.99.

Course requirements:

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

| Activity/ Assessment | Point Value | Description |
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| Quizzes | 14 points (7 quizzes/2 point each) | Quizzes will be due each Sunday evening during the semester to assess your knowledge and recall of the readings and class discussions assigned for each week. |
| Reflection on Appreciative Interview | 5 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 |

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| | | will be based on an in-class Appreciate Interview activity. Week1 |
| Language/Literacy Background Questionnaire | 2 point | 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. Week1 |
| Field observation report and reflection | 20 points (4 reports/5 points each) | As part of this site-based course, you will conduct four active observations in summer school classrooms. For each observation, you will submit a Field Observation Report and Reflection using the designated template, which can be found in Blackboard. Week2- 2 reports, Week3- 2 reports |
| Pair strategy demonstration | 10 points | 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 for class, and sites such as https://www.readwritethink.org/ , https://www.readingrockets.org/strategies , and the https://www.learner.org/ 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 5-7 minutes, and you should engage your peers in participatory, hands-on learning. 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. We may not have time for make-up dates. Week4 |
| Pair strategy demonstration commentary | 5 points | In order to reflect on and extend learning, you will be asked to submit a written commentary on your pair strategy demonstration. I suggest that you videotape your demonstration to be able to refer to it for this assignment. 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. Week5 |
| Adolescent Literacy Inventory and Report | 5 points | In order to learn about adolescent literacy practices and ways of getting to know students, |

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| | | 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. Week6 |
| Literacy Teaching Philosophy Statement | 6 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. Week6 |
| Content lesson and presentation | 20 points (10 points for lesson/10 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; no make-up dates will be permitted. Week7 and Week8 |
| Field Experience Log | 5 | At the end of this course, you will be asked to submit a Field Experience log and self-assessment of your professional dispositions. Please check Blackboard for the field work observation form. Link to upload in Week8 |
| In Class Discussions and Activities | 8 | Attendance and participation in class is critical to learning and will be measured by attendance, 2 in class presentations, participation in class discussions and activities. |

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 |
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| <ul style="list-style-type: none"> Describe and apply a meaningful definition of literacy in the content areas in the digital age. | <ul style="list-style-type: none"> Quizzes In class activities and discussions Field Observation Report and Reflection Pair Strategy Demonstration Pair Strategy Commentary Literacy Teaching Philosophy Statement |
| <ul style="list-style-type: none"> 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"> Quizzes Reflection on Appreciative Interview Language/Literacy Questionnaire Adolescent Literacy Interview Report Pair Strategy Demonstrations Literacy Teaching Philosophy Statement |
| <ul style="list-style-type: none"> 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"> Quizzes In class activities and discussions Field Observation Report and Reflection Pair Strategy Demonstration Lesson Plan Presentation Literacy Teaching Philosophy Statement |
| <ul style="list-style-type: none"> 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"> Quizzes In class activities and discussions Field Observation Report and Reflection Pair Strategy Demonstration Lesson Plan Presentation |
| <ul style="list-style-type: none"> 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"> Quizzes Pair Strategy Demonstration Lesson Plan and Presentation |
| <ul style="list-style-type: none"> 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"> Quizzes In class activities and discussions Field Observation Report and Reflection Pair Strategy Demonstration Lesson Plan and Presentation |
| <ul style="list-style-type: none"> 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"> Field Observation Report and Reflection Pair Strategy Commentaries |
| <ul style="list-style-type: none"> 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"> Field Observation Report and Reflection Pair Strategy Demonstration Lesson Plan and Presentation |

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| knowledge and practice of the Texas Educators' Code of Ethics. | |
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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 class time) could result in your being dropped from the course.

Diversity and Inclusion Policy:

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.

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 eoaa@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.

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

Appendix A: Rubrics

| Appreciative Interview Reflection | |
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| <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. | 2 |
| Clearly written; well-organized; stays within the 400-500 word limit; few structural or grammatical errors. | 1 |
| Total | 5 |

| Field observation report and reflection x 4 | |
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| <u>Element</u> | <u>Possible Points</u> |
| Thoughtful, clearly written responses to each 'look fors.' | 2 |
| Thoughtful, clearly written reflection of what was learned from each observation. | 3 |
| Total | 5 |

| Pair Strategy Demonstration: Plan and Implementation | |
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| <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. | 2 |
| Uses instructional approaches that encourage student engagement and higher-order thinking in connection to relevant content. | 2 |
| 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 |

| Pair Strategy Demonstration Commentary | |
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| <u>Element</u> | <u>Possible Points</u> |
| Clearly articulate the central focus of the strategy demonstration | 1 |

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| Analyze how you created a learning environment of mutual respect, appropriate challenge, and support for all learners | 2 |
| Clearly explain how your instruction engaged students in developing the essential literacy strategy and higher-order thinking | 1 |
| Reflect on and identify changes that would you make to your instruction to better support student learning of the central focus | 1 |
| Total | 5 |

| Philosophy of literacy teaching & learning | |
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| <u>Element</u> | <u>Possible Points</u> |
| Clear description of literacy philosophy that characterizes your beliefs about successful teaching and learning. | 2 |
| Clear examination of how your philosophy of literacy teaching and learning is aligned with learning theories. Cite references. | 2 |
| Clear description of your beliefs about successful reading and writing teaching practice and assessment. | 1 |
| Writing (2-3 pages) is clear, professional, free of significant errors, and follows APA guidelines. | 1 |
| Total | 6 |

| Adolescent Literacy Inventory and Report | |
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| <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 | 5 |
| Total | 5 |

| Lesson Plan (using template provided) | |
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| <u>Element</u> | <u>Possible Points</u> |
| All sections of the lesson plan template are complete and include sufficient detail. | 2 |
| 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. | 2 |
| Total | 10 |

| Lesson Plan Presentation with Poster | |
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| <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 (i.e. poster) is well-organized, with visually-appealing layout and design, and includes all required components. The poster is also free of errors. | 2 |
| Total | 10 |