

University of Texas at El Paso
College of Education – Department of Teacher Education
RED 5342: Content Area Literacy (CRN: 17310)
Fall 2021

Professor: Dr. Erika Mein
Email: elmein2@utep.edu
Phone: 915-747-6378
Office: EDUC 413A
Office hours: Mondays, 2:30-4:30pm,
or by appointment

Course schedule: Wednesdays, 5:30-8:20pm
EDUC 308, Hybrid

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. As part of this course, you will complete 15 hours of field-based experience in a partner school district to gain hands-on experience with content literacy teaching and learning.

Course objectives:

This course aligns with the following frameworks for high-quality preparation and instruction:

- (1) the [Texas Teacher Evaluation and Support System](#) (T-TESS) and UTEP's [Miner Assessment Tool](#)
- (2) Texas State Board of Educator Certification (SBEC) standards for pedagogy and professional practice for [grades 4-8](#) and for [grades 7-12](#), with a focus on integrated literacy instruction in the content areas
- (3) [Texas English as a Second Language Standards](#), as assessed by the TExES 154 ESL Supplemental Exam
- (4) [ISTE Standards for Educators](#)

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/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:

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

UTEP’s standards for professionalism can be found as part of the Domain 4 of the [Miner Assessment Tool](#).

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:

Beers, K. & Probst, R.E. (2017). *Disrupting Thinking: Why How We Read Matters*. Scholastic. [book will be provided in class]

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

Recommended books:

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

These books are 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.
Literacy Autobiography	5 points	As part of this course, you will have the opportunity to reflect on your own literacy history and the ways in which your experience with literacy has influenced your perspective as an aspiring teacher. You will also have the opportunity to draw on technology to express how you see yourself as a reader and writer. To that end, you should create a 2-3 minute

		multimodal presentation that represents your autobiographical experience with literacy. You may use the platform of your choice to create your presentation.
Adolescent Literacy Interview Report	5 points	In order to learn about adolescent literacy practices and ways of getting to know students, you will be asked to conduct a brief interview with a (pre-)adolescent, ages 9-17, on their reading/writing/digital practices. You will then submit a short report of what you found in the interview. Please check Blackboard for interview questions and report template, and please check the course schedule for due date. No late submissions will be accepted.
Field observation report and reflection	18 points (3 reports/6 points each)	As part of this practice-intensive course, you will be required to complete 15 hours of field-based experience (FBE) at PK-12 campuses in partner school districts. These will be hands-on tutoring and small group intervention experiences with students in secondary/upper elementary classrooms, guided by a classroom teacher or campus instructional coach. As part of these experiences, you will be asked to submit three reports/reflections on three dates throughout the semester (please see Course Schedule). No late submissions will be accepted.
Field Experience Log and CT Verification	N/A but required for successful completion of course	At the end of this course, you will be asked to submit a log documenting a minimum of 15 hours of field-based experience (FBE). The log should be submitted to the Educator Preparation Online Portal. Your Cooperating Teacher will also be required to submit a verification of completion of FBE hours. If either the signed field experience log or CT verification is not submitted, you will not receive credit for any field experience reports submitted (18 points).
Strategy demonstration and reflection	12 points (2 demos/6 points each)	In order to practice the strategies that we read, learn, and talk about in class, you will work individually or with a partner to develop a strategy demonstration in your content area. You can draw on the readings in class, including Janet Allen's <i>Tools for Teaching Content Literacy</i> and <i>Tools for Teaching Academic Vocabulary</i> as well as Daniels' et al <i>Content Area Writing</i> , to develop your strategies. This demonstration can be thought of as a mini-lesson that incorporates a literacy strategy that would normally be part of a

		larger, more complete lesson. Your demonstration should last between 5-7 minutes and should include a content-related text. You should plan to engage your peers in participatory, hands-on learning. You will be asked to reflect on the strategy immediately following implementation. Prior to your in-class demo, you will be asked to submit a plan (2 points). Please see the strategy plan template in Blackboard for more details, and please check course schedule for in-class demonstration dates. No make-up dates will be allowed.
Reading responses	20 points (4 points each)	Because this is a course focused on academic reading and writing, we will engage in one key academic literacy practice: reading responses. You will be asked to submit five reading responses throughout the course. The response should be between 400-500 words and should capture the main argument and key point(s) of the assigned reading. Your reading responses should follow the template provided on Blackboard. No late submissions will be accepted.
Mid-term exam	8 points	There will be one exam in this course, which will take place mid-semester. The key purpose of this exam is to help prepare you for the TExES state certification exams that you will take prior to residency. The mid-term will cover all readings and class content from the first six weeks of the course. Questions will be multiple choice and essay/short answer and will be similar to those found on the TExES exams (namely ESL Supplemental). Exam dates are posted in the syllabus.
Content lesson and text talk presentation	20 points (15 points for lesson/5 points for text 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 text talk presentation in-class that focuses on the authentic/tradebook text used in your lesson. 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.
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 3-5 readings/authors from the course in your paper.
--	--	---

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 Demonstration and Reflection • Reading Responses • Mid-term Exam • 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"> • Language/Literacy Questionnaire • Literacy Autobiography • Adolescent Literacy Interview Report • Strategy Demonstration and Reflection • Mid-term Exam • Literacy Teaching Philosophy Statement
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 Demonstration and Reflection • Adolescent Literacy Interview Report • Reading Responses • Lesson Plan and Presentation • Mid-term Exam • Literacy Teaching Philosophy Statement
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 Demonstration and Reflection • Reading Responses • Lesson Plan and Presentation • Mid-term Exam • Literacy Teaching Philosophy Statement
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"> • Strategy Demonstration and Reflection • Lesson Plan and Presentation
6. Use data drawn from informal and formal assessments to gauge student progress in	<ul style="list-style-type: none"> • Field Observation Report and Reflection • Strategy Demonstration and Reflection

literacy and to design and modify instruction to improve students' literacy learning.	<ul style="list-style-type: none"> • Lesson Plan and Presentation
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"> • Field Observation Report and Reflection • Strategy Demonstration and Reflection • Lesson Plan and Presentation • Literacy Teaching Philosophy Statement
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"> • Field Observation Report and Reflection • Strategy Demonstration and Reflection • Lesson Plan and Presentation

Field-Based Experience in RED 5342

Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical residency or internship. This course requires 15 hours of FBE. You will document each observation in the Educator Preparation Online Portal (EPOP), located at <https://coe.utep.edu/epop/>. Documentation includes both a log of the time spent observing and a final reflection paper.

Follow these instructions after each observation:

1. Navigate to <https://coe.utep.edu/epop/>
2. Go to “Student Login” and select “Field-based Experience”
3. Select “New Observation”
4. Enter the information pertaining to your most recent observation
5. An email will be sent to your cooperating teacher, so s/he can verify the information you provided.

You must submit a “New Observation” every time you go to a campus to complete field-based experience hours.

For each course, upload a final reflection paper that addresses the prompts provided by your instructor.

Once you have obtained the minimum number of required FBE hours for a particular course and uploaded your final reflection paper, click “Submit for Verification.” A summary of your observations will be sent to your instructor for confirmation.

Attendance Policy:

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

COVID-19 Precautions:

Masks are encouraged during our in-person class sessions for the safety of all. If you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms, please stay home. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

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.

Course Schedule:

Week/Dates	Topic(s)	Readings & Assignments
Week 1 8/25-8/31 In-person class on 8/25	Introduction to the course The power of literacy to promote learning & engagement	<u>Readings prior to class on 8/25:</u> <ul style="list-style-type: none"> Syllabus - bring questions related to course/requirements <u>Assignments for Week 1:</u> <ul style="list-style-type: none"> Language/literacy background questionnaire due by 8/29 at midnight Complete background check for Canutillo ISD
Week 2 9/1-9/7 Online	What is content area literacy? Literacies in the digital age: Communication & multimodality Knowing your students	<u>Readings for Week 2:</u> <ul style="list-style-type: none"> Beers & Probst, Intro + Ch 1-4 NCTE, A call to action: what we know about adolescent literacy instruction <u>Assignments for Week 2:</u> <ul style="list-style-type: none"> Reading response #1 on Week 2 readings due by 9/2 at midnight Literacy autobiography due by 9/5 at midnight
Week 3 9/8-9/14 In-person class on 9/8	Knowing your Emergent Bilinguals/English Learners Second language acquisition (part I) English Language Proficiency Standards Field Experience in Canutillo ISD starts September 13	<u>Readings prior to class on 9/8:</u> <ul style="list-style-type: none"> Wright, Language learning and teaching Colorín Colorado, Content Instruction for ELLs English Language Proficiency Standards (ELPS) T-TESS/MAT, Domain 1.3 and 3 <u>In-class activities on 9/8:</u> <ul style="list-style-type: none"> Canutillo ISD Field Experience Presentation Informal presentation on adolescent literacy interview <u>Assignments for Week 3:</u> <ul style="list-style-type: none"> Adolescent literacy interview report due on Bb by 9/12 at midnight
Week 4 9/15-9/21 Online	Second language acquisition (part II) English Language Proficiency Standards Content and Language Objectives	<u>Readings/Videos for Week 4:</u> <ul style="list-style-type: none"> Short & Echevarria, Academic language Colorín Colorado, Language Objectives Video, SIOP Social Studies Lesson, Content/Language Objectives English Language Proficiency Standards (ELPS)

		<u>Assignments for Week 4:</u> <ul style="list-style-type: none"> • Reading response #2 on Week 4 readings/video due by 9/15 at midnight
Week 5 9/22-9/28 In-person class on 9/22	Teaching Academic Language and Vocabulary	<u>Readings prior to class on 9/22:</u> <ul style="list-style-type: none"> • Zwiers, Cultivating academic language acquisition • Allen, Effective vocabulary instruction • Videos (2): Frayer model <u>Assignments for Week 5:</u> <ul style="list-style-type: none"> • Field Experience Observation/Reflection Report #1 due by 9/26 at midnight
Week 6 9/29-10/5 Online	Reading difficulties Facilitating reading comprehension Close reading	<u>Readings for Week 6:</u> <ul style="list-style-type: none"> • Beers, Assessing dependent readers' needs • Bean, Readance, & Baldwin, Comprehension: Principles and integrated approaches • Videos (3): Close reading <u>Assignments for Week 6:</u> <ul style="list-style-type: none"> • Reading response #3 on Week 6 readings (Beers + Bean et al) and videos due by 9/30 at midnight • Submit comprehension strategy demonstration plan to Blackboard by 10/3 at midnight
Week 7 10/6-10/12 In-person class on 10/6	Selecting meaningful texts Putting reading comprehension strategies into practice	<u>Readings prior to class on 10/6:</u> <ul style="list-style-type: none"> • Daniels & Zemelman, Towards a balanced diet of reading • T-TESS/MAT, Domain 2 • TExES #154 Exam Preparation Manual <u>In-class activities on 10/6:</u> <ul style="list-style-type: none"> • Comprehension strategy demonstration and reflection • Peer feedback on strategy demonstrations <u>Assignments for Week 7:</u> <ul style="list-style-type: none"> • Mid-term exam due by 10/10 at midnight
Week 8 10/13-10/19 Online	Writing-to-Learn Formative assessments	<u>Readings for Week 8:</u> <ul style="list-style-type: none"> • Daniels et al, <i>Content Area Writing</i>, Ch 1-4 [textbook] • Videos <u>Assignments for Week 8:</u>

		<ul style="list-style-type: none"> • Reading Response #4 on Week 8 readings due on Blackboard by 10/14 at midnight • Submit WTL strategy demonstration plan to Blackboard by 10/17 at midnight
Week 9 10/20-10/26 In-person class on 10/20	Putting Writing-to-Learn Strategies into Practice	<u>Readings prior to class on 10/20:</u> <ul style="list-style-type: none"> • Daniels et al, Ch 6 <u>In-class activities on 10/20:</u> <ul style="list-style-type: none"> • Writing strategy demonstration and reflection • Peer feedback on strategy demonstrations <u>Assignments for Week 9:</u> <ul style="list-style-type: none"> • Field Experience Observation/Reflection Report #2 due by 10/24 at midnight
Week 10 10/27-11/2 Online	The importance of talk: academic conversations	<u>Readings/Videos for Week 10:</u> <ul style="list-style-type: none"> • Zwiers & Crawford, ch 2 • Videos <u>Assignments for Week 10:</u> <ul style="list-style-type: none"> • Reading Response #5 on Week 10 readings due on Blackboard by 10/31 at midnight
Week 11 11/3-11/9 In-person class on 11/3	Reading-writing connection Planning literacy-rich content lessons	<u>Readings prior to class on 11/3:</u> <ul style="list-style-type: none"> • Indiana University, edTPA Academic Language • Video, Academic language • T-TESS/MAT Domain 1 • Lesson plan template <u>In-class activities on 11/3:</u> <ul style="list-style-type: none"> • Reading-writing-speaking integrated lesson (modeling) <u>Assignments for Week 11:</u> <ul style="list-style-type: none"> • Begin creating content lesson plan with literacy integration
Week 12 11/10-11/16 Online	Integrating reading-writing-talk into content lessons (part I) Understanding and applying content literacy to the TEKS (part I)	<u>Readings for Week 12:</u> <ul style="list-style-type: none"> • Videos • edTPA handbook for content area • T-TESS/MAT Domain 1 <u>Assignments for Week 12:</u> <ul style="list-style-type: none"> • Field Experience Observation/Reflection Report #3 due by 11/14 at midnight • Work on lesson plan

<p>Week 13 11/17-11/23</p> <p>In-person class on 11/17</p>	<p>Integrating reading-writing-talk into content lessons (part II)</p> <p>Using trade books and authentic texts in content lessons</p> <p>Using assessment data to inform lesson planning</p>	<p><u>Readings prior to class on 11/17:</u></p> <ul style="list-style-type: none"> • Video, SREB’s Powerful Literacy Practices Overview • Identify one trade book or authentic text to use in your content lesson (same lesson/TEK developed in TED 5310) • T-TESS/MAT Domains 1-3 <p><u>In-class activities on 11/3:</u></p> <ul style="list-style-type: none"> • Deconstruct lesson template with focus on language/content objectives, use of texts, literacy activities, and academic language <p><u>Assignments for Week 13:</u></p> <ul style="list-style-type: none"> • Submit content area lesson draft by 11/21 at midnight (use edTPA template found in Blackboard)
<p>Week 14 11/24-11/30</p> <p>Online</p>	<p>Applying core principles and practices of content literacy to lesson planning</p>	<p><u>Readings/Videos for Week 14:</u></p> <ul style="list-style-type: none"> • T-TESS/MAT Domains 1-3 <p><u>Assignments for Week 14:</u></p> <ul style="list-style-type: none"> • Begin working on text talk presentation for 12/1
<p>Week 15 12/1-12/7</p> <p>In-person class on 12/1</p>	<p>Content lesson presentations</p>	<p><u>Readings for Week 15:</u></p> <ul style="list-style-type: none"> • T-TESS/MAT Domains 1-3 <p><u>Assignments for Week 15:</u></p> <ul style="list-style-type: none"> • In-class text talk presentation on 12/1 • Submit revised content area lesson draft by 12/2 at midnight
<p>Week 16 12/8-12/14</p> <p>Online</p>	<p>Wrapping up</p>	<p><u>Assignments for Week 16:</u></p> <ul style="list-style-type: none"> • Literacy Teaching Philosophy Statement due by 12/12 at midnight

Syllabus is subject to change.

Appendix A: Rubrics

Adolescent Literacy Inventory and Report	
<u>Element</u>	<u>Possible Points</u>
Results from each question item submitted as part of OneDrive form	2.5
Thoughtful, clearly-written account of what was learned from adolescent literacy interview provided	2.5
Total	5

Strategy Demonstration: Plan and Implementation	
<u>Element</u>	<u>Possible Points</u>
Strategy Demonstration Plan	
Plan addresses required elements: content/grade level, TEK, purpose, procedures, adaptations	1
Revisions made based on feedback from instructor [if applicable]	0.5
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.	1
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	0.5
Creates the conditions for a safe, accessible, and engaging learning environment	0.5
Establishes, communicates, and maintains clear expectations for student behavior.	0.5
Reflection on Strategy Implementation	
Reflect on and identify what went well in your strategy implementation, and what changes that would you make to your instruction to better support student learning of the central focus	1
Total	6

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.	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.	1
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.	2

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.	.5
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.	.5
The literacy development component of the lesson is well-developed and clearly-articulated.	1
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.	1
Total	5
Literacy Teaching Philosophy Statement	
Criteria	Points Possible
Well-organized and clearly-written	2
Provides clear articulation of what literacy looks like in relevant content area, with concrete examples based on field experience and course readings	2
Explains the reasons why integrating literacy into content areas is important	1
Includes at least three citations of readings from the course; citations and references written in APA style	1
Total	6