

The University of Texas at El Paso
College of Education – Department of Teacher Education
RED 3342: Content Area Literacy (CRN: 11887)
Fall 2025

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Office hours: By appointment only

Course schedule: Wednesdays, 6:00-8:50
EDUC 308, Hybrid

Course description:

RED 3342 provides an overview of literacy instruction in the content areas, with an emphasis on grades 4-12. The course is focused on the development of critical, engaged, empowered readers and writers across content areas at the secondary level. To that end, this course will provide numerous opportunities to apply literacy instructional strategies, including reading, writing, academic vocabulary, and academic conversational strategies, as aligned with State Board of Education Certification (SBEC) standards for Pedagogy and Professional Practice and English as a Second Language Standards. The course will also incorporate digital literacies and generative AI tools aimed at fostering 21st-century skills in the classroom. As part of this course, you will complete 10 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/TE_xES 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/TE_xES 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:

Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading*. Portsmouth, NH: Heineman. ISBN: 978-0-325-05083-6

Seidlitz, J. & Perryman, B. (2022). *7 steps to a language-rich, interactive classroom, 2nd ed.* San Clemente, CA: Seidlitz Education.

Selected research/practice articles – can be found in Blackboard

These books are available at the UTEP Bookstore or can be purchased online through third party vendors.

Course requirements:

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

Project/Activity/ Assessment	Description	Point Value
Reading Quizzes	Reading quizzes will be administered during class time to assess your knowledge and recall of the readings/videos/content assigned for the previous/current week of class. There will be eleven quizzes throughout the semester (you get credit for 10) – including one during each class period. You must be physically present to complete the quiz. No make-up quizzes will be allowed.	20
Literacy Background Questionnaire	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 the course schedule for due date.	2
Literacy Autobiography Slide	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 create a PPT slide that represents your history with literacy. Instructions can be found in Blackboard.	4
Adolescent Literacy Interview	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	8

	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-Based Experience (FBE) Observation/Reflection Report	As part of this practice-intensive course, you will be required to complete five Field-Based Experiences (2 hours each/10 hours total) in one or more secondary classrooms, preferably in your content area where possible. The first FBE will start during Week 3; if you need a placement, your FBE will start in Week 5, with adjustments made to the schedule for report due dates. For each of these FBEs, you will be asked to submit a culminating report/reflection. Each FBE block (2 hours) will have a particular focus and set of look-for's, as follows: FBE #1 – Curriculum and texts in the content/fine arts/PE classroom FBE #2 – Teaching vocabulary in the content/fine arts/PE classroom FBE #3 – Integrating technology and AI into the content/fine arts/PE classroom FBE #4 – Scaffolding language/literacy for emergent bilinguals and neurodiverse learners in the content/fine arts/PE classroom FBE #5 – Literacy (reading/writing/speaking) strategies in the content/fine arts/PE classroom See Blackboard for more details. No late submissions will be accepted.	25
Literacy Strategy Demonstrations and Reflections	In order to practice the strategies that we read, learn, and talk about in class, you will work with a partner (by content area, where possible) to develop a strategy demonstration in your content area. You should draw on the course textbooks 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 tied to a district-endorsed curriculum. You should plan to engage your peers in participatory, hands-on learning. Prior to your in-class demo, you will be asked to provide an electronic one-page handout summarizing your plan. You will be asked to reflect on the strategy immediately following implementation. Please see the handout template in Blackboard for more details, and check course schedule for pair demonstration due dates. No make-up dates will be allowed.	16
Content lesson and 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 three parts: the lesson plan draft, based on the template provided (5 points); a poster summarizing the lesson to be presented in class to your peers (5 points); and a final draft of your lesson plan (5 points). You may use GenAI to generate ideas for your lesson plan, but you need to make it your own. If you choose to use AI, please cite the program used, and provide both the AI version and your version of the final lesson plan, with a short description of the changes/revisions that you made to what was produced by the AI. Please use the lesson template and follow the	15

	guidelines – both provided in Blackboard. Check the course schedule for due dates; no make-up dates will be permitted.	
Literacy teaching philosophy statement	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 no fewer than 500 words and should include key concepts explored during this course. You should cite examples from your Field-Based Experience and you should refer to at least 3 readings/authors from the course in your paper. The philosophy statement should be your own words/voice; if you choose to use GenAI for brainstorming purposes, please cite usage as part of your paper.	10
Extra Credit Opportunity		
240 Tutoring Completion: Content Exam or PPR	All certification-seeking students are required to complete review modules in 240Tutoring in order to gain clearance for the state content and PPR exams. In this class, you have the opportunity to earn extra credit for completing the full set of modules and passing the practice exam for either content or PPR. You must complete the modules and practice exam no later than November 30 to earn extra credit.	5
Total		105

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 Quizzes • Lesson Plan • 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 • Lesson Plan • 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 Quizzes • E-Portfolio with Sample Lesson Plan & 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 Quizzes • Lesson Plan • 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 • Literacy Teaching Philosophy Statement
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"> • Field Observation Report and Reflection • Strategy Demonstration and Reflection • Lesson Plan • Literacy Teaching Philosophy Statement
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 • 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 • Literacy Teaching Philosophy Statement

Field-Based Experience in RED 3342

Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 50 clock-hours of field-based experience (FBE) prior to clinical student teaching or internship. This course requires 10 hours of FBE. 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.

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 (i.e. missing more than one face-to-face class session) could result in your being dropped from the course.

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.

Guidance on Artificial Intelligence

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often "hallucinate" or produce materials and information that are inaccurate or incomplete—even providing false citations for use.






That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). “Text of your query.”
 Generated using OpenAI. <https://chat.openai.com/>

Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the [Office of Community Standards](#).

EDGE ADVANTAGES

This course is designed to equip students with essential Edge Advantages that contribute to their professional and personal development. Through the completion of course requirements and assignments, such as team projects, presentations, and essays, students will develop the following Edge Advantages:

	Problem-Solving	Assignments will challenge students to identify and address complex issues using innovative and analytical approaches.
	Communication	Class discussions and written assignments will improve students’ skills in articulating ideas clearly and persuasively in both oral and written forms.
	Social Responsibility	Through community engagement opportunities and course content that encourages ethical considerations, students will foster a sense of responsibility towards their community and society at large.
	Confidence	By actively participating and successfully completing assignments, students will build self-assurance in their abilities to tackle academic and real-world challenges.
	Critical Thinking	The course’s emphasis on analysis and synthesis of information will strengthen students’ abilities to think critically and make informed decisions.

Course Schedule:

Week/Dates	Topic(s)	Content & 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 Literacies in the digital age: Communication, multimodality, and AI	<u>Readings for Week 1 [prior to class]:</u> <ul style="list-style-type: none"> Syllabus - bring questions related to course/requirements Complete background check process for Field-Based Experience (FBE) placement district (see email for details) <u>Assignments for Week 1:</u>

	<p>Requirements for Educator Preparation Program Admissions & Teacher Certification</p>	<ul style="list-style-type: none"> • Language/literacy background questionnaire due by 8/28 at midnight • Literacy autobiography PPT slide due by 8/31 at midnight • Set up adolescent literacy interview
<p>Week 2 9/1-9/7</p> <p>Labor Day 9/1 – No class</p>	<p>What is content area literacy?</p> <p>Literacy in the Digital/AI Age</p> <p>Adolescent learners & literacy</p> <p>Knowing your students</p>	<p><u>Readings for Week 2:</u></p> <ul style="list-style-type: none"> • Daniels & Zemelman, Ch. 1, Core purposes of reading [textbook] • Seidlitz & Perryman, Steps 1-2 [textbook] <p><u>Assignments for Week 2:</u></p> <ul style="list-style-type: none"> • Reading Quiz #1 on Week 2 readings due by 9/2 at midnight • Draft email to placement teacher – add to assignments/FBE #1 • Conduct adolescent literacy interview; interview report due by 9/7 at midnight
<p>Week 3 9/8-9/14</p> <p>In-person class on 9/8</p>	<p>Foundations of Reading</p> <p>Research-Based Instructional Strategies</p>	<p><u>Readings/Videos for Week 3 [prior to class]:</u></p> <ul style="list-style-type: none"> • Reading Rockets, Models of reading [text + videos] • RBIS • Seidlitz & Perryman, Steps 3-5 [textbook] <p><u>Assignments for Week 3:</u></p> <ul style="list-style-type: none"> • Reading Quiz #2 [in-class] • Informal presentation on literacy autobio and adolescent literacy interview findings • Conduct classroom observation/participation for FBE #1
<p>Week 4 9/15-9/21</p> <p>Online</p>	<p>Reading Difficulties</p> <p>Dyslexia</p>	<p><u>Readings/Videos for Week 4:</u></p> <ul style="list-style-type: none"> • Great Minds, Reading Rope • Beers, Assessing dependent readers’ needs • Dyslexia Video from Univ of Florida <p><u>Week 4 Assignments:</u></p> <ul style="list-style-type: none"> • Reading Quiz #3 on Week 4 readings/videos due by 9/16 at midnight

		<ul style="list-style-type: none"> • Conduct classroom observation/participation for FBE #1 • FBE #1 Observation & Reflection Report due by 9/21 at midnight
Week 5 9/22-9/28 In-person class on 9/22	Structure of the English language: Orthography, Morphology, & Syntax Foundations of Academic Language and Vocabulary Rehearsing vocabulary mini-lessons	<u>Readings for Week 5 [prior to class]:</u> <ul style="list-style-type: none"> • Zwiers, Language for academic thinking • Allen, Effective vocabulary instruction • Seidlitz & Perryman, Steps 5-7 [textbook] <u>Week 5 Assignments:</u> <ul style="list-style-type: none"> • Reading Quiz #4 [in-class] • Vocabulary mini-lesson demo (developed in class) • Conduct classroom observation/participation for FBE #2
Week 6 9/29-10/5 Online	Knowing your Emergent Bilinguals/English Learners Second language acquisition English Language Proficiency Standards Content and Language Objectives	<u>Readings/Videos for Week 6:</u> <ul style="list-style-type: none"> • Short & Echevarria, Academic language • English Language Proficiency Standards (ELPS) • Seidlitz & Perryman, Appendices 1-2 [textbook] • T-TESS/MAT, Domain 3 <u>Week 6 Assignments:</u> <ul style="list-style-type: none"> • Reading Quiz #5 on Week 6 readings/videos due by 9/30 at midnight • Conduct classroom observation/participation for FBE #2 (prior to 9/30) • FBE #2 Observation & Reflection Report due by 10/5 at midnight
Week 7 10/6-10/12 In-person class on 10/6	Curriculum & High-Quality Instructional Materials Lesson internalization Selecting meaningful texts Text structure/readability	<u>Readings for Week 7 [prior to class]:</u> <ul style="list-style-type: none"> • Daniels & Zemelman, Ch 3-4 [textbook] <u>Week 7 Assignments:</u> <ul style="list-style-type: none"> • Reading Quiz #6 [in-class]

		<ul style="list-style-type: none"> Share curriculum inventory from FBE #1 [in-class]
Week 8 10/13-10/19 No in-person class session on 10/13 Meet with partner for strategy demo	Scaffolding reading comprehension Close reading	<u>Readings/Videos for Week 8:</u> <ul style="list-style-type: none"> Daniels & Zemelman, Ch 5 [textbook] Close reading videos <u>Week 8 Assignments:</u> <ul style="list-style-type: none"> Reading Quiz #7 on Week 8 readings/videos due by 10/14 at midnight Submit comprehension strategy demonstration plan and text by 10/16 at midnight Conduct classroom observation/participation for FBE #3
Week 9 10/20-10/26 In-person class on 10/20	Present reading comprehension strategy demonstration [rehearsal] Review requirements for WTL strategy demonstration for next class	<u>Readings/Videos for Week 9 [prior to class]:</u> <ul style="list-style-type: none"> Daniels & Zemelman, Ch 6 [textbook] <u>Week 9 Assignments:</u> <ul style="list-style-type: none"> Comprehension strategy demonstration and reflection Peer feedback on strategy demonstrations Self-assessment on strategy demonstration Conduct classroom observation/participation for FBE #3-4 FBE #3 Observation & Reflection Report due by 10/26 at midnight
Week 10 10/27-11/2 No in-person class session on 10/27 Meet with partner for strategy demo	Writing across the disciplines Writing-to-Learn	<u>Readings/Videos for Week 10:</u> <ul style="list-style-type: none"> Daniels et al, <i>Content Area Writing</i>, Ch 2 WWC website: WTL WTL videos <u>Assignments for Week 10:</u> <ul style="list-style-type: none"> Reading Quiz #8 on Week 10 readings/videos due by 10/28 at midnight Submit WTL strategy demonstration plan to Blackboard by 10/30 at midnight

		<ul style="list-style-type: none"> • Conduct classroom observation/participation for FBE #4 • FBE #4 Observation & Reflection Report due by 11/2 at midnight
<p>Week 11 11/3-11/9</p> <p>In-person class on 11/3</p>	Presenting Writing-to-Learn (WTL) strategy demonstration [rehearsal]	<p><u>Week 11 Readings/Videos [prior to class]:</u></p> <ul style="list-style-type: none"> • Daniels & Zemelman, Ch 10 [textbook] <p><u>In-class activities on 4/5:</u></p> <ul style="list-style-type: none"> • Reading Quiz #9 on Week 11 readings [in-class] • Writing strategy demonstration and reflection • Peer feedback on strategy demonstrations • Conduct classroom observation/participation for FBE #5
<p>Week 12 11/10-11/16</p> <p>Online 11/10</p>	The importance of talk: Academic discussions	<p><u>Readings for Week 12:</u></p> <ul style="list-style-type: none"> • Zwiars & Crawford, Getting started with academic conversations • Videos on academic conversations <p><u>Assignments for Week 12:</u></p> <ul style="list-style-type: none"> • Reading Quiz #10 on Week 12 readings/videos due by 11/11 at midnight • Conduct classroom observation/participation for FBE #5 • FBE #5 Observation & Reflection Report due by 11/16 at midnight

<p>Week 13 11/17-11/23</p> <p>In-person class on 11/17</p>	<p>Unpacking the TEKS</p> <p>Using data to plan literacy-rich content lessons</p> <p>Reading-writing connections</p>	<p><u>Readings for Week 13 [prior to class]:</u></p> <ul style="list-style-type: none"> • T-TESS/MAT Domains 1-4 <p><u>Assignments for Week 13:</u></p> <ul style="list-style-type: none"> • Reading Quiz #11 on Week 13 readings [in-class] • Deconstruct lesson template with focus on language/content objectives and academic language • Break down TEKS for content area/grade level
<p>Week 14 11/24-11/30</p> <p>Online 11/24</p>	<p>Applying core principles and practices of content literacy to lesson planning</p>	<p><u>Readings for Week 14:</u></p> <ul style="list-style-type: none"> • Videos on lesson planning • Video, Powerful literacy practices • TEKS for your content area • T-TESS/MAT Domains 1-4 <p><u>Assignments for Week 14:</u></p> <ul style="list-style-type: none"> • Submit literacy-rich content lesson plan draft by 11/25 at midnight (use template found in Blackboard) • Begin working on lesson plan presentation scheduled for 12/1
<p>Week 15 12/1-12/4</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 1-4 <p><u>Assignments for Week 15:</u></p> <ul style="list-style-type: none"> • In-class lesson poster presentation on 12/1 • Submit revised content area lesson draft by 12/4 at midnight
<p>Week 16 12/8</p> <p>Online 12/8</p>	<p>Wrapping up</p>	<p><u>Assignments for Week 16:</u></p> <p>Literacy Teaching Philosophy Statement due by 12/8 at midnight</p>

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
Thoughtful, clearly-written account of what was learned from adolescent literacy interview provided	2
Total	4

Literacy Autobiography	
Element	Possible points
Focus on assigned topic	1
Thoughtful and substantive	1
Clarity and coherence	1
Creative and effective use of digital platform	1
Total	4

Pair Strategy Demonstration: Plan and Implementation	
<u>Element</u>	<u>Possible Points</u>
Pair Strategy Demonstration Plan	
Plan addresses required elements: content/grade level, TEK, purpose, procedures, adaptations	0.5
Revisions made based on feedback from instructor [if applicable]	0.5
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.	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	1
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>Criteria</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>Criteria</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 and content/language objectives	.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 (i.e. PPT) 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	1
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	5