

**University of Texas at El Paso**  
**College of Education – Department of Teacher Education**  
**RED 3342: Content Area Literacy (CRN: 33339) Summer 2025**

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Course schedule: Mondays 5:30-8:20 pm  
EDUC 312, 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. As part of this course, you will complete 10 hours of field-based experience at **Ysleta High School** 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](#)

<b>SBEC Pedagogy and Professional Responsibilities (Grades 4-12)</b>
<b>Instructional Planning and Delivery</b>
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.
<b>Knowledge of Student and Student Learning</b>

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.
<b>Content Knowledge and Expertise</b>
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.
<b>Learning Environment</b>
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
<b>Data-Driven Practices</b>
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.
<b>Professional Practices and Responsibilities</b>
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:

<b>SBEC/TEsES English as a Second Language Standards</b>
<b>English as a Second Language Standard III:</b>
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
<b>English as a Second Language Standard IV:</b>
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
<b>SBEC/TEsES English as a Second Language Competencies</b>

Competency 005: The ESL teacher understands how to promote students' literacy development in English.
Competency 006: The ESL teacher understands how to promote students' content-area learning, academic language development, and achievement across the curriculum.

This course will address the following ISTE standards:

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

As part of this course, you will also be expected to become familiar with and use relevant Texas Essential Knowledge and Skills (TEKS) for your content area. You can access the TEKS at this link: <https://tea.texas.gov/curriculum/teks/>.

### **Professional Responsibilities and Dispositions:**

As part of this course, you will have the opportunity to develop and apply your knowledge of the UTEP College of Education's working framework for Professional Responsibilities and Dispositions, which includes the following elements:

- Professional Attributes
- Commitment to the Teaching Profession
- Professional Relationship Skills and Communication
- Beliefs and Students and Learning
- Ethical and Responsible Conduct

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:

- Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading*. Portsmouth, NH: Heinemann. ISBN: 978-0-325-05083-6
- Seidlitz, John. And Bill Perryman. (2022). *7 Steps to a Language-Rich, Interactive Classroom 2nd Edition*. Seidlitz Education. ISBN: 978-1732194885

The books are available at the UTEP Bookstore or can be purchased online through third party vendors, while the 240 Tutoring subscription can be obtained online.

Required articles [posted in Blackboard]

Writing to Learn Resources:

- <https://wac.colostate.edu/resources/wac/intro/wtl/>
- <https://k12.thoughtfullearning.com/blogpost/12-writing-learn-activities>
- <https://www.edutopia.org/practice/low-stakes-writing-writing-learn-not-learning-write>

**Course requirements:**

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

Activity/ Assessment	Point Value	Description
<b>Language/literacy background questionnaire</b>	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.
<b>Literacy autobiography</b>	2 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 create a PPT slide that represents your history with literacy. Instructions included in Blackboard.
<b>Adolescent literacy interview report</b>	4 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. <b>No late submissions will be accepted.</b>

<b>Pair strategy demonstration and reflection</b>	16 points (2 demos/8 points each)	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 can draw on the readings in class, including Daniels and Zemelman's <i>Subjects Matter</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 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. <b>No make-up dates will be allowed.</b>
<b>Reading quizzes</b>	10 points	Quizzes will be administered during class time and in Blackboard to assess your knowledge and recall of the readings assigned for that class session. <b>No make-up quizzes will be allowed.</b>
<b>240Tutoring Subscription</b>	1 point	During the first week of the semester, you will receive an invitation to subscribe the 240Tutoring with a UTEP discount code. You will need to subscribe in order to complete other assignments for this course.
<b>240Tutoring Diagnostic Exam</b>	3 points	During the first two weeks of the semester, you will complete a diagnostic exam in 240Tutoring for your content area for certification. The data from this diagnostic should be used to inform your study plan for the certification exam.
<b>Certification Exam Study Plan</b>	1 point	Based on the data from your diagnostic assessment, you will develop a study plan for the content certification exam. This study plan will be submitted as part of your EPP admissions application.

<b>240Tutoring Checkpoints</b>	12 points	<p>Throughout the semester, you will need to make progress on 240 Tutoring review modules for your relevant content exam for certification. If there are no 240Tutoring modules for your exam, then you will complete the review modules for the PPR exam.</p> <p>There will be four checkpoints throughout the course:</p> <ul style="list-style-type: none"> <li>• Checkpoint #1 –30% completion of the modules</li> <li>• Checkpoint #2– 60% completion of the modules</li> <li>• Checkpoint #3—100% completion of the modules</li> </ul> <p>Late submissions will result in point deductions.</p>
<b>Field Experience Log and CT Verification</b>	5 points	<p>At the end of this course, you will be asked to submit a log documenting a minimum of 10 hours of field-based experience (FBE). The signed log should be submitted to Blackboard. Your Cooperating Teacher will also be required to submit a verification of completion of FBE hours.</p>
<b>Field experience observation/reflection report</b>	10 points	<p>As part of this practice-intensive course, you will be required to complete 10 hours of field-based observations of content area literacy. As part of these experiences, you will be asked to submit one culminating report/reflection (please see Course Schedule). <b>No late submissions will be accepted.</b></p>
<b>Content lesson and presentation</b>	15 points (5 points for draft/5 points for lesson/5 points for poster presentation)	<p>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</p>

		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; <b>no make-up dates will be permitted.</b>
<b>Literacy teaching philosophy statement</b>	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"> <li>• Field Observation Report and Reflection</li> <li>• Strategy Demonstration and Reflection</li> <li>• Reading Quizzes</li> <li>• Literacy Teaching Philosophy Statement</li> </ul>
2. Demonstrate ways of connecting literacy learning to students' prior knowledge, life experiences, and interest, and that views differences in learning and background as educational assets.	<ul style="list-style-type: none"> <li>• Language/Literacy Questionnaire</li> <li>• Literacy Autobiography</li> <li>• Adolescent Literacy Interview Report</li> <li>• Discussion Postings</li> <li>• Strategy Demonstration and Reflection</li> <li>• Literacy Teaching Philosophy Statement</li> </ul>



3. Identify the role of language and culture in literacy learning and demonstrate ways to modify instructional practice to support students' meaningful language acquisition and content learning.	<ul style="list-style-type: none"> <li>• Field Observation Report and Reflection</li> <li>• Strategy Demonstration and Reflection</li> <li>• Adolescent Literacy Interview Report</li> <li>• Reading Quizzes</li> <li>• Lesson Plan and Presentation</li> <li>• Literacy Teaching Philosophy Statement</li> </ul>
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"> <li>• Field Observation Report and Reflection</li> <li>• Strategy Demonstration and Reflection</li> <li>• Reading Quizzes</li> <li>• Discussion Postings</li> <li>• Lesson Plan and Presentation</li> <li>• Literacy Teaching Philosophy Statement</li> </ul>
5. Use knowledge of relevant TEKS standards to plan integrated instruction and ongoing assessments that are appropriate for each student and responsive to students' developmental characteristics and needs.	<ul style="list-style-type: none"> <li>• Strategy Demonstration and Reflection</li> <li>• Lesson Plan and Presentation</li> </ul>
6. Use data drawn from informal and formal assessments to gauge student progress in literacy and to design and modify instruction to improve students' literacy learning.	<ul style="list-style-type: none"> <li>• Field Observation Report and Reflection</li> <li>• Strategy Demonstration and Reflection</li> <li>• Lesson Plan and Presentation</li> </ul>
7. Reflect on their own strengths and areas of improvement in content literacy teaching, and use this information to adapt and improve instruction.	<ul style="list-style-type: none"> <li>• Field Observation Report and Reflection</li> <li>• Strategy Demonstration and Reflection</li> <li>• Lesson Plan and Presentation</li> <li>• Literacy Teaching Philosophy Statement</li> </ul>
8. Demonstrate professionalism in all aspects of the course, as per the UTEP College of Education Professional Awareness and Responsibilities framework, which includes knowledge and practice of the Texas Educators' Code of Ethics.	<ul style="list-style-type: none"> <li>• Field Observation Report and Reflection</li> <li>• Strategy Demonstration and Reflection</li> <li>• Lesson Plan and Presentation</li> </ul>

### **Field-Based Experience in RED 3342**

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 student teaching or internship. This course requires 10 hours of FBE. You will document your observation log and reflection paper on Onedrive. Link will be provided on Blackboard.

**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](mailto: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
<b>Week 1</b> <b>6/9-6/13</b>  <b>In-person</b> <b>class on 6/9</b>	<p>Introduction to the course</p> <p>The power of literacy to promote learning &amp; engagement</p> <p>Requirements for Educator Preparation Program Admissions</p> <p>Reach out to Ysleta ISD to complete background check and clearance for Field experience before 6/9</p>	<p><u>Readings prior to class on 6/9:</u></p> <ul style="list-style-type: none"> <li>Syllabus - bring questions related to course/requirements</li> </ul> <p><u>Assignments for Week 1:</u></p> <ul style="list-style-type: none"> <li>Language/literacy background questionnaire by 6/13 at midnight</li> <li>Literacy autobiography PPT slide due by 6/13 at midnight</li> <li>Start Field-Based Experience (FBE) Observations at Ysleta HS</li> </ul>
<b>Week 2</b> <b>6/16-6/20</b>  <b>In-Person</b> <b>6/16</b>	<p>What is content area literacy?</p> <p>Literacies in the digital age: Communication &amp; multimodality</p> <p>Knowing your students Knowing your Emergent Bilinguals/English Learners</p> <p>Second language acquisition (part I)</p> <p>English Language Proficiency Standards</p> <p>Workshop: Certification exam preparation</p>	<p><u>Readings for Week 2:</u></p> <ul style="list-style-type: none"> <li>Daniels &amp; Zemelman, Ch. 1, Core purposes of reading [textbook]</li> <li>Wright, Language learning and teaching</li> </ul> <p><u>Assignments for Week 2:</u></p> <ul style="list-style-type: none"> <li>Reading Quiz #1 due in class</li> <li>Subscribe to and complete 240Tutoring Diagnostic Exam for content area by 6/20 at midnight</li> <li>Continue Field-Based Experience (FBE) Observations at Ysleta HS</li> </ul>

<p><b>Week 3</b> <b>6/23-6/27</b></p> <p>Asynchronous</p>	<p>Knowing your Emergent Bilinguals/English Learners</p> <p>Second language acquisition (part I)</p> <p>English Language Proficiency Standards</p>	<p><u>Blackboard Discussion due by 6/27:</u></p> <ul style="list-style-type: none"> <li>• Informal presentation on literacy autobiography</li> <li>• Read <u>7 Steps</u> pg 11-45</li> <li>• Zwiers, Language for academic thinking</li> </ul> <p><u>Assignments for Week 3:</u></p> <ul style="list-style-type: none"> <li>• Conduct and complete adolescent literacy interview 6/25</li> <li>• Adolescent literacy interview report due on Bb by 6/27 at midnight</li> <li>• Submit study plan for content exam by 6/27at midnight</li> <li>• 240Tutoring (Get ahead)</li> </ul>
<p><b>Week 4</b> <b>6/30-7/4</b></p> <p><b>In class 6/30</b></p>	<p>Second language acquisition (part II)</p> <p>English Language Proficiency Standards</p> <p>Content and Language Objectives &amp; Foundations of Academic Language and Vocabulary</p>	<p><u>Readings and Videos for Week 4:</u></p> <ul style="list-style-type: none"> <li>• Short &amp; Echevarria, Academic language</li> <li>• Allen, Effective vocabulary instruction</li> <li>• Read <u>7 Steps</u> pg 46-100</li> </ul> <p><u>Assignments for Week 4:</u></p> <ul style="list-style-type: none"> <li>• Reading Quiz #2 on Week 4 readings due by 7/3 at midnight</li> <li>• 240Tutoring Checkpoint #1 for content exam due by 7/5 at midnight</li> </ul>
<p><b>Week 5</b> <b>7/7-7/11</b></p> <p><b>Meet with Partner 7/7</b></p>	<p>Reading difficulties</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Tovani, The realities of reading</li> <li>• Beers, Assessing dependent readers' needs</li> </ul> <p><u>Assignments for Week 5:</u></p> <ul style="list-style-type: none"> <li>• Reading Quiz #3 on Week 5 readings</li> <li>• Develop pair comprehension strategy demonstration with partner</li> <li>• Submit comprehension strategy demonstration plan by 7/7 at midnight</li> <li>• 240Tutoring (Get ahead)</li> <li>• Teaching Statement Due</li> </ul>

<p><b>Week 6</b> <b>7/14-7/18</b></p> <p><b>In-person 7/14</b></p>	<p>Facilitating reading comprehension</p> <p>Close reading</p> <p>Putting reading comprehension strategies into practice</p>	<p><u>Readings and Videos for Week 6:</u></p> <ul style="list-style-type: none"> <li>• Bean, Readance, &amp; Baldwin, Comprehension: Principles and integrated approaches</li> <li>• Close reading videos</li> </ul> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Present Comprehension strategy demonstration and reflection</li> <li>• Peer feedback on strategy demonstrations</li> </ul> <p><u>Assignments for Week 6:</u></p> <ul style="list-style-type: none"> <li>• 240Tutoring Checkpoint #2 for content exam due by 7/18 at midnight</li> </ul>
<p><b>Week 7</b> <b>7/21-7/25</b></p> <p><b>Meet with Partner 7/21</b></p>	<p>Selecting meaningful texts</p> <p>Writing across the disciplines</p> <p>Writing-to-Learn</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Daniels et al, <i>Content Area Writing</i>, Ch 2-3</li> </ul> <p><u>Assignments for Week 7:</u></p> <ul style="list-style-type: none"> <li>• Reading Quiz #4 on Week 7 readings due on 7/25</li> <li>• Submit WTL strategy demonstration plan to Blackboard by 7/21 at midnight</li> </ul>
<p><b>Week 8</b> <b>7/28-8/1</b></p> <p><b>In-person class on 7/28</b></p>	<p>Writing across the disciplines</p> <p>Writing-to-Learn</p>	<p><u>Readings prior to class on 7/29:</u></p> <ul style="list-style-type: none"> <li>• <u>7 Steps</u> pg 101-117</li> <li>• WTL resources (websites/videos)</li> </ul> <p><u>In-class Activities on 7/29:</u></p> <ul style="list-style-type: none"> <li>• WTL demo lesson</li> <li>• Peer feedback on strategy demonstrations</li> </ul>

<p><b>Week 9</b> <b>8/4-8/8</b></p> <p><b>In person 8/4</b></p>	<p>Writing-to-Learn in Action: Classroom Observations</p> <p>Content lesson presentations</p>	<p><u>Readings and Videos for Week 10:</u> <u>7 Steps pg 118-127</u></p> <p><u>Assignments for Week 10:</u></p> <ul style="list-style-type: none"> <li>• Field Experience Observation/Reflection Report due by 8/5 at midnight</li> <li>• In-class presentation lesson presentation</li> <li>• Submit literacy teaching philosophy</li> </ul>
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\*\*Syllabus is subject to change.\*\*

## Appendix A: Rubrics

<b>Adolescent Literacy Inventory and Report</b>	
<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
<b>Total</b>	<b>4</b>

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

<b>Pair Strategy Demonstration: Plan and Implementation</b>	
<u>Element</u>	<u>Possible Points</u>
<b>Pair Strategy Demonstration Plan</b>	
Plan addresses required elements: content/grade level, TEK, purpose, procedures, adaptations	0.5
Revisions made based on feedback from instructor [if applicable]	0.5
<b>Pair Strategy Implementation</b>	
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
<b>Reflection on Strategy Implementation</b>	
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
<b>Total</b>	<b>6</b>

<b>Lesson Plan (using template provided)</b>	
<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
<b>Total</b>	<b>10</b>

<b>Lesson Plan Presentation</b>
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<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
<b>Total</b>	<b>5</b>

<b>Literacy Teaching Philosophy Statement</b>	
<b>Criteria</b>	<b>Points Possible</b>
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
<b>Total</b>	<b>5</b>