

University of Texas at El Paso
RED 3342 – Content Area Literacy (CRN 23002)
Spring 2016

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M-12:00-1:30 & W-12:00-12:30 & 4:30-5:00 PM;

Online TH 7:30-9:00 AM & 12:00-4:00 PM or by

Appointment

Wednesdays, 12:30-3:20 PM

Location: Education 312

January 20-May 11, 2016

Course description:

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

Course objectives:

RED 3342: This class provides an overview of literacy instruction in the content areas (science, math, social studies, language arts, health & physical education & the fine arts) with an emphasis on grades 4-12. This core course incorporates the Texas Examinations of Educators Standards (TExES) standards for grades 4-8 and 8-12. The TExES standards are closely aligned with the Texas Essential Knowledge and Skills (TEKS), which can be downloaded at <http://www.tea.state.tx.us/index2.aspx?id=6148>. This course will provide numerous opportunities to connect theories of reading and writing with both the State Board of Education Certification (SBEC) standards and the Texas Essential Knowledge and Skills for English Language Arts & Reading (TEKS ELA & R/7-12th). This core course includes the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Uses knowledge of TEKS standards to plan integrated instruction and ongoing assessments that is appropriate for each student and responsive to students' developmental characteristics and needs (SBEC I; PPR I, Competency 1).
- Understands the processes of reading and teaches students to apply these processes with content texts and designs assessments that are responsive to differences among students and that promote all students' learning (SBEC II; PPR I, Competency 2).
- Designs and teaches reading skills and strategies for various types of nonliterary texts (e.g. textbooks, newspapers, manuals, electronic texts, memoranda, speeches) and uses formal & informal assessment practices based on appropriate learning goals and objectives (SBEC III; PPR I, Competency 3).
- Plans instruction that promotes student understanding of different literary genres as a source for exploring & interpreting human experiences and plans appropriate assessments to increase student proficiency in literary analysis (SBEC IV; PPR I, Competency 4).

- Plans and provides purposeful writing instruction across the content areas and designs activities that integrate technology throughout the writing process (SBEC V)
- Plans classroom discussions and creates questions to promote students listening and speaking skills across content areas (SBEC VIII).
- Provides opportunities to use technology to create multimedia presentations and apply principles and strategies for communicating effectively in varied teaching and learning contexts (SBEC IX; PPR I, III; Technology Applications I-V, Competency 7).
- Monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students (PPR I, III; Technology Applications I-V, Competency 10).

Student learning outcomes:

Upon completion of this course, students will be able to:

1. Develop and apply a meaningful understanding of content area literacy strategies through the creation of a project-based learning (PBL) unit with mini lessons and problem-based learning tasks (SBEC Language Arts and Reading 7-12 Standard I);
2. Examine ways to work with students to become critical, empowered, and engaged readers and writers of subject-area texts and teach students to apply literacy skills & strategies to digital & informational texts (SBEC Language Arts and Reading 7-12 Standard III);
3. Select and use a variety of media and texts, including trade books, textbooks, videos, and other forms of technology, in order to engage students in inquiry, research, and writing (SBEC Language Arts and Reading 7-12 Standard V);
4. Creates an effective bilingual and multicultural learning environment by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acclimation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, and applying strategies to bridge the home and school cultural environments (SBEC Bilingual Generalist 4-8, Standard I)
5. Evaluate the importance of reading for understanding and apply reading and study strategies for various types of literary and non-literary texts (SBEC Language Arts and Reading 4-8 Standard IV; TExES Language Arts and Reading 7-12 Standard II, III);
6. Analyze writing as an integrative and ongoing process and apply reading/writing to learn strategies to support students' online reading comprehension and understanding of Internet resources (SBEC Language Arts and Reading 4-8 Standard V; SBEC Language Arts and Reading 7-12 Standard V, VI);
7. Demonstrate an understanding of text structure & organization and word analysis skills and strategies in order to enhance students' comprehension, vocabulary development and conceptual understanding of subject-area texts (SBEC Language Arts and Reading 4-8 Standard III; SBEC Language Arts and Reading 7-12 Standard VII)
8. Apply inquiry-based reading research skills to literacy teaching and learning to build students' content knowledge through the development of sample activities, lesson plans, and project-based learning tasks (SBEC Language Arts and Reading 4-8 Standard VI);
9. Interpret, analyze, and produce visual images and messages, collaborate with others, use multiple forms of media and technology and be able to provide opportunities for students to do the same (SBEC Language Arts and Reading 4-8 Standard VII; SBEC Language Arts and Reading 7-12 Standard IX);
10. Demonstrate an understanding of the importance of oral communication by creating ways to foster listening and speaking skills of students through lesson plans, project-based

learning tasks and projects (SBEC Language Arts and Reading 4-8 Standard I; SBEC Language Arts and Reading 7-12 Standard VIII);

11. Apply basic principles of assessment in the development of sample activities, lesson plans and project-based learning tasks (SBEC Language Arts and Reading 4-8 Standard VIII).

Course readings:

Required text:

Cameron, S. & Craig, C. (2014). *Project-based learning tasks for Common Core state standards, Grades 6-8*. Greensboro, NC: Mark Twain Media/Carson-Dellosa Publishing LLC. ISBN: 978-1-62223-463-9 [This book can be purchased online through venues such as Amazon.com, half.com, or Barnes and Noble.]

Trade books (choose one trade book):

Ellis, D. (2000). *The Breadwinner*. New York, NY: Groundwood Books.
ISBN: 978-0-88899-416-5.

Munoz-Ryan, P. (2000). *Esperanza Rising*. New York, NY: Scholastic Press.
ISBN: 13: 978-0-439-12042-5.

Required readings (in addition to textbook pages)

Week 2

Freire, P. (1987). The importance of the act of reading. In Freire, P. and Macedo, D. (Eds.), *Literacy: Reading the Word and the World* (pp. 29-36). South Hadley, MA: Bergin and Garvey.

Buehl, D. (2011). Mentoring students in disciplinary literacy. In Buehl, D. *Developing readers in the academic disciplines* (pp. 1-30). Newark, DE: International Literacy Association.

Week 3

Buck Institute for Education (2013). Competencies for college, careers, and life. In *PBL for 21st Century Success: Teaching Critical Thinking, Collaboration, Communication, and Creativity* (pp. 7-38). Novato, CA: Buck Institute for Education.

Week 4

Au, K. (2006). Discourses and literacy in the home and community. In *Multicultural issues and literacy achievement* (pp. 37-54). Mahwah, NJ: Lawrence Erlbaum.

Hepple, E., Sockhill, M., Tan, A. & Alford, J. (2014). Multiliteracies pedagogy: Creating claymations with adolescent, post-beginner English language learners. *Journal of Adolescent & Adult Literacy*, 58(3), pp. 219-229.

Week 5

Cappello, M & Lafferty, K. (2015). The roles of photography for developing literacy across the disciplines. *The Reading Teacher*, 69(3), pp. 287-295.

WebQuest: All about project-based learning at <http://zunal.com/webquest.php?w=14448>.

Week 6

Burke, J. (2015). Teaching by design: Tools & techniques to improve instruction. *Journal of Adolescent & Adult Literacy*, 59(3), pp. 249-260.

Hill, A. (2014). Using interdisciplinary, project-based, multimodal activities to facilitate literacy across the content areas. *Journal of Adolescent & Adult Literacy*, 57(6), pp. 450-460.

Week 7

Damico, J. & Baildon, M. (2011) Content literacy for the 21st century: Excavation, elevation, & relational cosmopolitanism in the classroom. *Journal of Adolescent & Adult Literacy*, 55(3), pp. 232-243.

Bluestein, N. (2010). Unlocking text features for determining importance in expository texts: A strategy for struggling readers. *The Reading Teacher*, 63(7), pp. 597-600.

Week 8

Lafferty, K., Summers, A., Tanaka, S. & Cavanagh, J. (2015). Evaluating multiple perspectives: Approaching the synthesis task through assessing credibility. *Journal of Adolescent & Adult Literacy*, 20(2), pp. 1-12.

Week 9

Adams, A. & Pegg, J. (2012). Teachers' enactment of content literacy strategies in secondary science & mathematics classes. *Journal of Adolescent & Adult Literacy*, 56(2), pp. 151-161.

Fisher, D. & Frey, N. (2012). Engaging questions and discussions. In *Improving Adolescent Literacy: Content Area Strategies at Work*. Pearson.

Week 11

Vacca, R., Vacca, J. & Mraz, M. (2014). Studying text. In *Content area reading: Literacy & learning across the curriculum* (pp. 310-343). Pearson.

Week 12

Wilhelm, J. (2008). Moving toward a reader-centered classroom. In "You gotta BE the book": *Teaching engaged and reflective reading with adolescents* (pp. 22-37). New York: Teachers College.

Week 13

Bean, T. W. (2003). Using young adult literature to teach content. North Central Regional Educational Laboratory: Learning Point Associates.

Ernst-Slavit, G., Carrison, C., & Spiesman-Laughtin, J. (2009). In Coppola, J. & Primas, E., *One classroom, many learners: Best literacy practices for today's multilingual classrooms* (pp. 91-118). Newark, DE: International Reading Association.

Week 14

Afflerbach, P. (2004). Assessing adolescent reading. In Jetton, T.L. and Dole, J.A. (Eds.), *Adolescent Literacy Research and Practice* (pp. 369-391). New York: Guilford.

Anders, Patricia L. and Guzzetti, B.J. (2005). Content area literacy assessment. *Literacy Instruction in the Content Areas, Second Edition*. Mahweh, NJ: Lawrence Erlbaum

Course requirements:

Successful completion of this course will be based on several key elements:

Literacy autobiography (10 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 a pre-service teacher. To that end, I would like you to write a literacy autobiography that contemplates your own experiences with reading and writing. You can use the piece to think about your own origins with literacy and to express your current beliefs about yourself as a reader/writer. The purpose of this assignment is two-fold: (1) to reflect on our own literacy histories and the ways in which those histories influence us now as students and pre-service teachers; and (2) to learn about one another's future content teaching areas and help build our classroom community. The autobiography should be 3-5 pages, double-spaced in length. A rubric for the autobiography can be found in the appendix.

Project-based learning paper (5 points)—Complete the Project-Based Learning WebQuest at <http://zunal.com/process.php?w=14448>. After completing steps 1-4 located under “process,” write a 2-3 page paper defining project-based learning and describing how project-based learning would work in your content area classroom as well as the benefits of implementing project-based learning. Submit your PBL paper on Blackboard. A rubric for the project-based learning paper can be found in the appendix.

Content area teacher interview paper (10 points)—To understand literacy teaching in your content area, interview a teacher (grades 4-12) for your future content area. Use the Beers & Probst, *Teaching Nonfiction, Grades 4-12* survey questions to obtain information about teaching literacy in the content areas. Analyze the survey results and write a summary of the interview describing the teacher's content area, student demographics, teaching content area reading & writing, and working with diverse learners. The content area teacher interview paper should be 3-5 pages, double-spaced in length. A rubric for the interview paper can be found in the appendix.

Project-based learning (PBL) annotated bibliography poster (10 points)—To evaluate a variety of content area genres that support cross-text comparisons and integration, you will create an annotated bibliography of five diverse texts (fiction, nonfiction, memoirs, graphic novels, plays, feature stories, digital texts & articles, graphics, poetry, etc.). For your annotated bibliography, choose 5-6 texts that compliment your interdisciplinary PBL unit theme. Create a poster to be displayed in class that includes each text’s title, author, theme, suggested grade levels, and a short summary of how the book relates to the theme and content knowledge covered in your problem-based learning unit. A rubric for the project-based learning (PBL) annotated bibliography poster can be found in the appendix.

Trade book assignment (10 points) – In order to apply the strategies that we read, learn, and talk about in class, you will select and read a trade book—*The Breadwinner* by Deborah Ellis; or *Esperanza Rising* by Pam Munoz-Ryan. For the trade book assignment, you should provide the following information: (1) use the GRASP approach to write a summary of your trade book—only submit the graphic organizer and final polished summary; (2) use one chapter & plan the following literature circle roles—*summarizer, word wizard, discussion director, literary luminary, and connector*; and (3) identify core-subject academic skills to integrate with the trade book and select one aligned TEKS standard to integrate with the trade book. A rubric for the trade book assignment can be found in the appendix.

Interdisciplinary project-based unit (15 points) As a culminating project, you and a partner will design and present (in class) an interdisciplinary project-based unit that includes exploration of real-world problems. Design a 3-4 week interdisciplinary unit organized around the research of real-world problems, mini-lessons, project learning tasks and products, a multi-media presentation, and an evaluation rubric. Use the 6 student-centered interdisciplinary units presented in the textbook, *Project-Based Learning Tasks for Common Core State Standards: Solving Real-Life Problems* as a guide when constructing your unit. Begin with identifying grade-level TEKS English Language Arts/Reading standards that require students to critically read, write, and speak and use technology for in-depth inquiry of an essential question and creation of a multimedia product . Your interdisciplinary project-based unit should include the following sections:

- **Teacher Information Page:** delineates the project overview, objectives, integration of academic core-subject skills, grade-level TEKS ELA/R standards, introductory event, essential question, project task, product product, materials/resources needed, technology, Internet tools for creating a multi-media presentation, steps for managing the project, and project evaluation.
- **Student Project Planner:** write an essential question for research of real-world problems, the project overview, and directions for students.
- **Mini Lessons:** plan 3-4 mini lessons addressing process skills and concepts with content area genre diverse texts (books from your annotated bibliography) that students will need to complete the project assignment.
- **Project Rubric:** explain the project components and criteria for evaluating the project.
- **Student Self-Evaluation & Reflection:** write 5-6 reflective statements for students to think about what and how they were learning during the interdisciplinary unit.

A rubric for the interdisciplinary project-based unit can be found in the appendix.

Mid-term and final exams (30 points total, 15 points each) – There will be two exams in this course, one mid-term and one final. One key purpose of these exams is to help prepare you for the Pedagogy & Professional Responsibilities (PPR) certification exam that you will be required to take before student teaching. The mid-term exam will cover all readings and class content from the part of the course, while the final exam will be comprehensive, covering all required readings and class content from the entire semester. Both exams will be online on Blackboard; questions will be multiple choice and short answer and will be similar to those found on the PPR exam.

Quizzes (10 points) All assigned readings must be completed before each class session. The readings will form the basis of quizzes, class discussions and activities. In a community of learners, participation in class discussions and collaborative group work is key to our success as learners. I encourage you to ask questions and actively engage in class discussions tasks. For homework readings, you are given a list of questions for the articles. Use these questions (located in the course schedule of the syllabus) to guide your readings. Quiz questions will be multiple choice and short answer and similar to those found on the Pedagogy & Professional Responsibilities (PPR) exam.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Literacy autobiography	2/24/16	10 points	Learning Outcomes #1,2,5,8, & 11
Project-based learning (PBL) paper	2/17/16	5 points	Learning Outcomes #1, 3, 5, 6, 8, 10, & 11
Content area teacher interview paper (field experience)	3/16/16	10 points	Learning Outcomes #1-11
Project-based learning (PBL) annotated bibliography poster	4/6/16	10 points	Learning Outcomes # 3, 6, 7, & 9
Trade book assignment	4/20/16	10 points	Learning Outcome #1, 2, 3, 5, 6, 7. & 10
Interdisciplinary project-based learning (PBL)unit	5/4/16	15 points	Learning Outcomes #1-11
Mid-term and Final Exams	3/30/16-Midterm 5/11/16-Final	30 points	Learning Outcomes #1-11
Quizzes	Ongoing	10 points	Learning Objectives #1-11

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

Attendance Policy:

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than **one** class as excessive. The student may be dropped for lack of attendance. If you miss a class, contact me immediately via email at kmein@utep.edu.

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) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (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 the Center for Accommodations and Support Services (CASS)-- <http://sa.utep.edu/cass/> . You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Standards of Academic Integrity:

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Additional Resources:

Academic journals – The following journals provide valuable information about literacy instruction. Most of them can be found electronically using the UTEP Library website:

Reading Research Quarterly

Journal of Adolescent and Adult Literacy

The Reading Teacher

Language Arts

Anthropology and Education Quarterly

Websites – These websites are sources of additional information for content area literacy:

International Reading Association – www.reading.org

Reading Online – www.readingonline.org

National Council for Teachers of English – www.ncte.org

Texas Council of Teachers of English Language Arts – <https://www.tctela.org>

National Council of Teachers of Mathematics – <http://www.nctm.org>

Texas Council of Teachers of Mathematics – <http://www.utdanacenter.org/tctm>

National Council for the Social Studies – <http://www.ncss.org>
Texas Council for the Social Studies – <http://www.txcss.org>
National Science Teachers Association – <http://www.nsta.org>
Science Teachers Association of Texas – <http://www.statweb.org>

****Syllabus subject to change****

Course Schedule:

Date	Topic	Readings/Assignments Due
Jan 20 Week #1	Introduction to the course	Read Syllabus <ul style="list-style-type: none"> ➤ Syllabus Review ➤ Course Requirements <ul style="list-style-type: none"> ○ Texas Teaching Standards ○ IRA: Adolescent Literacy Position Statement ○ Beers, A defining moment
Jan 27 Week #2	Defining content area literacy	Read: <ul style="list-style-type: none"> • Freire, <i>The Importance of the Act of Reading</i> • Buehl, <i>Mentoring students in disciplinary literacy</i> <u>Questions:</u> <ol style="list-style-type: none"> 1. <i>How is content area literacy different for various content disciplines?</i> 2. <i>What is the relationship between disciplinary literacy & content learning?</i>
Feb 3 Week #3	Learning with new literacies	Read: <ul style="list-style-type: none"> • Buck Institute for Education, <i>Competencies for college, careers, and life.</i> • Cameron & Craig, <i>Project-based learning tasks for Common Core State Standards, Grades 6-8, pp. 1-4.</i> <u>Questions:</u> <ol style="list-style-type: none"> 1. <i>How has technology changed our definition of literacy?</i> 2. <i>Describe the three-part approach to teach & assess critical thinking in PBL.</i> 3. <i>In what ways can teachers use technology to engage students in critical thinking across the curriculum?</i>
Feb 10 Week #4	Language learning contexts: Working with English Language Learners	Read: <ul style="list-style-type: none"> • Au, <i>Understanding the gap</i> • Hepple, E., Sockhill, M., Tan, A. & Alford, J. <i>Multiliteracies pedagogy: Creating claymations with adolescent, post-beginner English language learners.</i> <u>Questions</u> <ol style="list-style-type: none"> 1. <i>How can content area teachers facilitate student learning in linguistically & ethnically diverse classrooms?</i> 2. <i>Describe how English learners engaged in literacy learning through claymation projects.</i> 3. <i>Explain how claymation projects support multiliteracy & content learning.</i>

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Date	Topic	Readings/Assignments Due
Feb 17 Week #5	Content teacher interview & WebQuest: Project-based learning (online class)	<p>Read:</p> <ul style="list-style-type: none"> • Cappello, M & Lafferty, K. <i>The roles of photography for developing literacy across the disciplines.</i> • Cameron & Craig, <i>Project-based learning tasks for Common Core State Standards, Grades 6-8, pp. 5-14.</i> • WebQuest: All about project-based learning http://zunal.com/webquest.php?w=14448 <p>Interview a teacher in your content area</p> <p>PBL paper due on Blackboard on 2/17 by midnight.</p>
Feb 24 Week #6	Content area unit planning & teaching	<p>Read:</p> <ul style="list-style-type: none"> • Burke, J. <i>Teaching by design: Tools & techniques to improve instruction.</i> • Hill, A. <i>Using interdisciplinary, project-based, multimodal activities to facilitate literacy across the content areas.</i> • Content (science, math, social studies, health & physical education & the fine arts) area TEKS <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>What is the difference between planning units & lesson plans?</i> 2. <i>Explain how to teach with the end in mind by planning performances, assignments, daily lessons, materials & assessments.</i> 3. <i>Review a grade level's TEKS for your content area. Describe a real-world problem related to your content area that students could investigate.</i> <p>Literacy autobiography due by 2/24 at midnight. Email your autobiography Word document as an attachment to kmein@utep.edu</p>

Course Schedule

Date	Topic	Readings/Assignments Due
March 2 Week #7	Comprehension & text features	<p>Read:</p> <ul style="list-style-type: none"> • Damico, J. & Baildon, M. Content literacy for the 21st century: Excavation, elevation, & relational cosmopolitanism in the classroom. • Bluestein: <i>Unlocking text features for determining importance in expository texts: A strategy for struggling readers</i> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Describe a content textbook and features that is used in your subject area.</i> 2. <i>How can content teachers help students to critically examine texts and make content connections between texts through excavation & elevation practices?</i> 3. <i>Explain the six dimensions of the relational cosmopolitan model.</i> 4. <i>How can content teachers approach interdisciplinary teaching using holistic approaches?</i> 5. <i>How can content teachers balance textbook reading with informational texts tied to curriculum topics?</i>
March 16 Week #8	Teaching research & reading comprehension	<p>Read:</p> <ul style="list-style-type: none"> • Lafferty, K., Summers, A., Tanaka, S. & Cavanagh, J. <i>Evaluating multiple perspectives: Approaching the synthesis task through assessing credibility</i> • Cameron & Craig, <i>Project-based learning tasks for Common Core State Standards, Grades 6-8, pp. 16-33.</i> • TEKS English Language Arts & Reading, Middle & High School, <i>Research</i> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Explain how teachers differentiated instruction to teach struggling readers how to synthesize multimodal texts.</i> 2. <i>How can content teachers support struggling readers' comprehension of authentic informational texts?</i> 3. <i>Create an essential question to guide project research in your PBL unit.</i> <p>Content area teacher interview paper due on Blackboard on 3/16 by midnight.</p>

Course Schedule

Date	Topic	Readings/Assignments Due
March 23 Week #9	PBL Mini lesson: Teaching strategies	<p>Read</p> <ul style="list-style-type: none"> • Adams, A. & Pegg, J. <i>Teachers' enactment of content literacy strategies in secondary science & mathematics classes</i> • Fisher & Frey, <i>Engaging questions & discussions</i> • Cameron & Craig, <i>Project-based learning tasks for Common Core State Standards, Grades 6-8, pp. 34-54</i> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Describe rehearsal, reorganization & transitional strategy enactments in science & math classrooms.</i> 2. <i>How can teachers scaffold students' learning of concepts & content by adapting content literacy strategies?</i> 3. <i>Describe questioning techniques--QtA, ReQuest, QAR, TDQs, Essential Questions.</i> 4. <i>Review & revise the essential question(s) to guide research in your PBL unit.</i>
March 30 Week #10	Midterm exam (class does not meet)	<p>Midterm exam on Blackboard</p> <ul style="list-style-type: none"> • Work on interdisciplinary project-based unit's "Teacher Information" page. • Work on PBL annotated bibliography poster <p>Read:</p> <ul style="list-style-type: none"> • Trade book choice: <i>The Breadwinner</i>; or <i>Esperanza Rising</i>

Course Schedule

Date	Topic	Readings/Assignments Due
April 6 Week #11	Studying texts & strategies	<p>Read:</p> <ul style="list-style-type: none"> • Vacca, Vacca, and Mraz, Ch. 10: <i>Studying Texts</i> • Cameron & Craig, <i>Project-based learning tasks for Common Core State Standards, Grades 6-8</i>, pp. 45-54. • TEKS English Language Arts & Reading, Middle & High School • Trade book choice: <i>The Breadwinner</i>; or <i>Esperanza Rising</i> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. Compare & contrast internal and external text structures. 2. Explain how you would use graphic organizers to teach content concepts. 3. Describe the note-taking strategies that you will use in your PBL unit. <p>PBL annotated bibliography poster due in class on 4/6/16.</p>
April 13 Week #12	Reader centered classrooms & WebQuests (online class)	<p>Read:</p> <ul style="list-style-type: none"> • Wilhelm, <i>Moving toward a reader-centered classroom</i> • Select one WebQuest: <ol style="list-style-type: none"> (1) <i>Esperanza Rising</i>; A Mexican Exploration at http://zunal.com/webquest.php?w=64860 (2) <i>The Breadwinner</i> http://zunal.com/webquest.php?w=136425 <p><u>WebQuest Questions:</u></p> <ol style="list-style-type: none"> 1. Describe the purpose of the webquest (introduction). 2. Describe the tasks that students will engage in during the webquest. 3. Describe the process activities that students will engage in to complete the webquest. <p>Submit answers to webquest questions on Blackboard for 5 points extra credit on 4/13/16 by midnight.</p>

Course Schedule

Date	Topic	Readings/Assignments Due
April 20 Week #13	Integrating trade books into content areas through literature circles	<p>Read:</p> <ul style="list-style-type: none"> • Bean, <i>Using young adult literature to teach content</i> • Ernst-Slavit, Carrison, & Spiesman-Laughtin, <i>Creating opportunities for “grand conversations” among ELLs with literature circles.</i> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Describe how trade books engage readers in reader-centered content classrooms.</i> 2. <i>Describe the student roles in literature circles.</i> <p>Bring trade book & trade book assignment to class on Wednesday 4/20/16.</p> <p>Assignment due: Trade book assignment due on 4/20/16 to kmein@utep.edu by midnight.</p>
April 27 Week #14	Assessing reading & writing	<p>Read:</p> <ul style="list-style-type: none"> • Afflerbach, <i>Assessing adolescent reading</i> • Anders and Guzzetti, <i>Content area literacy assessment</i> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>How do formative assessments differ from summative assessments?</i> 2. <i>How can student evaluation along with teacher assessment make project-based learning meaningful & useful?</i>
May 4 Week #15	<p>Student-centered interdisciplinary project-based units</p> <p>Wrapping up: Key principles and practices</p>	<p>Wrapping-up & review for final exam</p> <p>In class presentations of Interdisciplinary Project-based Units:</p> <ul style="list-style-type: none"> • Teacher Information • Student Project Planner • Mini Lessons • Project Rubric • Student Self-Evaluation & Reflection <p>Assignment due: Interdisciplinary Project-based Unit due on 5/4/16 to kmein@utep.edu by midnight.</p>
May 11 Week #16	Exam week	Final exam on Blackboard

APPENDIX

Grading Rubrics for Course Assignments

Literacy autobiography (10 points)

Criteria	Possible points	Earned points
A clear focus & reflection of your own experiences with reading and writing.	2	
A thoughtful and substantive expression of your current literacy beliefs about yourself as a reader & writer.	2	
A clear, coherent, & creative outline of how your literacy history will influence your future teaching.	2	
Writing is professional and free of significant errors.	2	
Clearly written 3-5 page autobiography, free of grammatical errors, & double-spaced in length.	2	
Total	<i>10</i>	

Project-based learning (PBL) paper (5 points)

Criteria	Possible points	Points earned
Clearly defines project-based learning and describes how to apply project-based learning to your content subject.	2	
Clearly describes how project-based learning would work in your content area classroom and clearly outlines benefits of implementing project-based learning	2	
Clearly written, 2-3 page paper, free of grammatical errors, & double-spaced in length.	5	
Total	<i>3 points</i>	

Content area teacher interview paper (10 points)

Criteria	Possible points	Points earned
Clearly describes the teacher’s content area—subject, grade level, & years in the teaching profession.	2	
Clearly describes the teacher’s classroom demographics—number of students in the school, number of students taught daily, language, SES & race of student population.	2	
Clearly describes the teacher’s time teaching students to read content, nonfiction reading assignments, text genres that students’ read, & appropriate reading strategies.	2	
Clearly describes teaching strategies & instructional time when working with struggling readers, problems choosing texts, & students’ problems with nonfiction text comprehension.	2	
Clearly written, 3-5 pages, free of grammatical errors & double-spaced in length.	2	
Total	<i>10 points</i>	

Project-based learning (PBL) annotated bibliography poster (10 points)

Criteria	Possible points	Points earned
Annotated bibliography contains 5-6 diverse texts (fiction, nonfiction, memoirs, graphic novels, plays, feature stories, articles, poetry, etc.) that align with your interdisciplinary PBL unit theme.	2	
A creative poster that clearly describes 5-6 texts’ titles, authors, themes, & suggested grade levels.	2	
Graphics representing 5-6 texts are clearly displayed on the poster.	2	
A creative poster that clearly provides 5-6 short summaries of how the texts are related to content knowledge covered in the PBL unit	2	
A clear presentation (in class) of the annotated bibliography poster.	2	
Total	<i>10 points</i>	

Trade book assignment (10 points)

Criteria	Possible points	Earned points
States the trade book title, author, and includes a graphic organizer & concise, polished summary of the trade book.	2	
Lists one chapter from the trade book, provides a summary of the chapter (<i>summarizer role</i>) and 2-3 rich vocabulary words that are significant to the story (<i>word wizard</i>).	2	
Lists 1-2 open-ended questions raised in the chapter (<i>discussion director role</i>), identify the page number of words, paragraphs or sentences that spotlight funny, powerful or interesting sections (<i>literary luminary role</i>), and clearly describe text-to-self, text-to-text, and text-to-world connections (<i>connector role</i>).	3	
Identifies 3-4 core academic skills to integrate with the trade book.	2	
Identifies a grade level and subject TEKS standard to integrate with the trade book.	1	
Total	10	

Interdisciplinary project-based unit (15 points)

Criteria	Possible points	Earned points
A teacher information page that includes the project overview, project objectives, integration of academic core-subject skills, grade-level TEKS ELA/R standards, an introductory event, essential question, project task, project product, materials/resources needed, technology, Internet tools for creating a multi-media presentation, steps for managing the project, and project evaluation.	3	
A student project planner that clearly states an essential question for student research of real-world problems and describes the project students will create as well as the steps to complete the project.	3	
Write 3-4 mini lessons plan 3-4 mini lessons for content area genre diverse texts (books from your annotated bibliography) that students will need to complete the project assignment. Mini lessons should include the text title/author, concept or skill needed, and directions for each assignment.	3	
Design a project rubric with the multi-media project components and criteria (1, 2, 3, 4) for assessing the project.	2	
Prepare a student self-evaluation & reflection page with 5-6 statements about the multi-media project for students to think about and reflect on their learning.	2	
A clear presentation in class by both partners of the interdisciplinary project-based unit's teacher information page, student project planner, mini-lessons, project rubric and student self-evaluation.	2	
Total	<i>15 points</i>	