

**Foundations of Literacy Education in Diverse Contexts (Online)**  
**Fall 2024**

Instructor: Dr. Sarah Jean Johnson  
Email: [sjohnson2@utep.edu](mailto:sjohnson2@utep.edu)  
Tel: 915-747-5965  
Office: EDUC 600  
Office hours: Online through Zoom (email instructor for appointment)  
Course dates: August 26 to October 14

**COURSE INFORMATION**

Masters level: RED 5300 001: Foundations of Literacy CRN: 13828  
3 credit hours  
Online, asynchronous course

**COURSE DESCRIPTION**

This course focuses on the study of literacy for K-12 educators, adult and youth educators, reading teachers, and other literacy professionals. Students will learn about historical, social, cognitive, and critical approaches to teaching literacy in schools and other educational spaces. Special emphasis is placed on literacies of the U.S./Mexico border region and the literacy education of emergent bilingual students. The course aligns with Standards I and IV of the Texas Reading Specialist certification standards.

**COURSE OVERVIEW**

What is literacy? What does it mean to be literate? How is literacy acquired? What are the consequences of literacy/illiteracy? What do literacy practices look like in diverse contexts? How can literacy teaching be an inclusive and culturally sustaining practice?

In this course we will engage with these questions from a 'social practice' perspective that encompasses sociocultural, sociolinguistic, and critical theories in literacy studies. In educational settings in the United States (and more widely), literacy is traditionally defined as a set of cognitive processes and skills (e.g., encoding, decoding), and these psychological processes are situated within the individual's cognitive functions and abilities. Such individualistic definitions govern how curricula is designed, instruction is structured, and assessment is based. This viewpoint is challenged by scholars in a movement that began in the final two decades of the 20<sup>th</sup> century and has been coined as the 'social turn' in literacy studies. Scholars from diverse disciplines (psychology, anthropology, history, linguistics, education) began to instead study and define literacy in terms of social events or social practices where written texts are in use. The 21<sup>st</sup> century and the proliferation of digital media and other forms of communication has further brought into contestation the question of what constitutes a written text. As well, the increasing diversity of student populations in schools, including many emergent bilingual students, has led scholars to call for more complex and nuanced understandings of literacy practices.

While you, as an educator, likely have informed responses to the introductory questions, examining them from theoretical perspectives within literacy studies should deepen and sharpen your thinking in a critical and productive manner. In this course, you, along with your classmates and instructor, will consider theory alongside your professional and personal experiences as well as broader discourses about literacy in the media and public. Your learning will be demonstrated in weekly discussion boards

as well as a scholarly literature review, which examines how theory and research can inform a ‘problem of practice’ you identify from your own teaching or that is highlighted in current media.

### **COURSE OBJECTIVES**

The course aligns with Standards I and IV of the Texas Reading Specialist (TRS) certification standards. The standards that are covered in this course include:

- Understanding the theoretical foundations of literacy (Standard IV);
- Applying knowledge of the interrelated components of reading across the developmental stages of oral and written language (Standard I).

This course is also aligned with the aims of the *UTEP Edge* initiative, which include:

- Providing learning opportunities to develop students’ communication and critical thinking skills, as well as engender sense of the social responsibility students undertake as educators of youth and adults in the El Paso borderland region.

### **STUDENT LEARNING OUTCOMES**

Through participation in this course, students will:

- (1) Understand literacy from a “social practice turn” perspective that includes historical, social, cognitive, and critical aspects;
- (2) Explore the idea of literacy as expansive practices (e.g., *literacies*) and how these practices are substantiated in multimodal, multimedia, and other digital and expressive forms;
- (3) Consider the functions, forms, values, and practices of literacy found in school, home, and community contexts;
- (4) Apply understandings of *literacies* as a social practice enacted within diverse contexts (e.g., learning outcomes 1-3) to think critically about literacy acquisition for emergent bilingual students, culturally sustaining pedagogies, as well as current issues in educational practice, public discourses, and policy.
- (5) Demonstrate your learning (outcomes 1-4) in a literature review that discusses how a social learning theory (that is covered in this course), along with research that applies this theory, informs a specific ‘problem of practice’ related to equity in literacy teaching and learning for diverse student populations.

### **COURSE MATERIALS**

All readings and digital course materials are posted on Blackboard.

### **COURSE SCHEDULE: TOPICS, READINGS, & ASSIGNMENTS**

Reading responses (RR) are due the end of the day, Thursday, and all other assignments are due the end of the day, Sunday, the scheduled week. All readings can be found on BB under the weekly module. The discussion boards will be closed at the deadline and will not be reopened without exception. The literature review (final assignment) will not be accepted more than three days late. This is a brief, intense course; don’t get behind!

<b>Week 1</b>	<b>Course Overview – Social, Linguistic, and Critical Perspectives in Literacy Studies</b>	<b>Assignments</b>
Aug 26-31	Weekly Readings: <ul style="list-style-type: none"><li>• Vasquez, V. M., Janks, H., &amp; Comber, B. (2019).</li></ul>	<ul style="list-style-type: none"><li>• Syllabus Quiz</li><li>• Personal Introduction</li></ul>

	<p>Foundational readings for the course to skim and revisit throughout the semester:</p> <ul style="list-style-type: none"> <li>• Bloome, D., &amp; Green, J. (2015).</li> <li>• Gee, J. P. (2015).</li> </ul> <p>Recommended Reading:</p> <p>Figueroa, A. M., &amp; Baquedano-López, P. (2017).</p>	<ul style="list-style-type: none"> <li>• RR1 (Reading Response 1)</li> <li>• Online course activities</li> <li>• Peer responses</li> </ul>
<b>Week 2</b>	<b>Literacy and Cognition in Social Contexts</b>	<b>Assignments</b>
Sept 1-7	<p>Weekly Readings:</p> <ul style="list-style-type: none"> <li>• Revisit Bloome and Gee reading from week 1</li> <li>• Rogoff, B., Dahl, A., &amp; Callanan, M. (2018).</li> <li>• Heath, S. B. (1982).</li> <li>• Moll, L. C., &amp; Gonzalez, N. (1994).</li> </ul> <p>Recommended Reading:</p> <ul style="list-style-type: none"> <li>• Lee, C. D. (2001).</li> </ul>	<ul style="list-style-type: none"> <li>• RR2</li> <li>• Online course activities</li> <li>• Peer responses</li> </ul>
<b>Week 3</b>	<b>Becoming readers and writers – “The Reading Wars” (Part I)</b>	<b>Assignments</b>
Sept 8-14	<p>Weekly Readings:</p> <ul style="list-style-type: none"> <li>• Mervosh, S. (2023, April 16).</li> <li>• Adams, M. J. (2012).</li> <li>• Goodman, Y. (2001).</li> <li>• Dyson, A. H. (2022).</li> </ul> <p>Recommended Reading:</p> <p>Lytle, S. L. (1991).</p>	<ul style="list-style-type: none"> <li>• RR3</li> <li>• Online course activities</li> <li>• Peer responses</li> <li>• Media Watch Post</li> </ul>
<b>Week 4</b>	<b>Becoming readers and writers – Emergent Bi/Multilingual Populations (Part II)</b>	<b>Assignments</b>
Sept 15-21	<p>Weekly Readings:</p> <ul style="list-style-type: none"> <li>• Brooks, M. D. (2017).</li> <li>• Noguerón-Liu, S. (2020).</li> <li>• Gort, M. (2019).</li> <li>• Souto-Manning, M. (2016).</li> </ul> <p>Recommended Reading:</p> <ul style="list-style-type: none"> <li>• Martínez, R. A., Durán, L., &amp; Hikida, M. (2019).</li> </ul>	<ul style="list-style-type: none"> <li>• RR4</li> <li>• Online course activities</li> <li>• Peer responses</li> <li>• Description of POP</li> </ul>
<b>Week 5</b>	<b>Culturally Sustaining Pedagogies + Indigenous Literacies</b>	<b>Assignments</b>
Sept 22-28	<p>Weekly Readings:</p> <ul style="list-style-type: none"> <li>• Alim, H. S., &amp; Paris, D. (2017).</li> <li>• Dei, G. J. S. (2019).</li> <li>• McCarty, T., &amp; Lee, T. (2014).</li> </ul>	<ul style="list-style-type: none"> <li>• RR5</li> <li>• Online course activities</li> <li>• Peer responses</li> </ul>
<b>Week 6</b>	<b>Critical Literacy + Critical Topics</b>	<b>Assignments</b>
Sep 29-Oct 5	<p>Weekly Readings:</p> <ul style="list-style-type: none"> <li>• Revisit Vasquez et. al. reading from week 1</li> </ul>	<ul style="list-style-type: none"> <li>• RR6</li> <li>• Online course</li> </ul>

	<ul style="list-style-type: none"> <li>Hermann-Wilmarth, J. M., &amp; Ryan, C. L. (2015).</li> <li>Robinson, I. (n.d.).</li> <li>Morrell, E., &amp; Duncan-Andrade, J. M. (2002).</li> </ul> <p>Recommended Readings:</p> <ul style="list-style-type: none"> <li>Noddings, N. &amp; Brooks, L. (2017). [Book is available for check out at UTEP Library Main Stacks]</li> <li>Morrell, J., &amp; Morrell, E. (2023).</li> </ul>	<p>activities</p> <ul style="list-style-type: none"> <li>Peer responses</li> </ul>
<b>Week 7</b>	<b>Multimodal/Multiliteracies and “Out-of-School” Literacies</b>	<b>Assignments</b>
Oct 6-12	<p>Weekly Readings:</p> <ul style="list-style-type: none"> <li>Revisit Gee reading from week 1 (notice the discussion of literacies at the end of the article).</li> <li>Ek, L. D. (2019).</li> <li>Enciso, P. (2019).</li> <li>Choose one of the following based on your grade level focus and interest:                             <ul style="list-style-type: none"> <li>Wohlwend, K. (2023).</li> <li>Franco, J., Orellana, M. F., &amp; Franke, M. L. (2021).</li> <li>Jocson, K. M. (2013).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>RR7</li> <li>Online course activities</li> <li>Peer responses</li> </ul>
<b>Week 8</b>	<b>Writing your literature review</b>	<b>Assignments</b>
Oct 13-14		<ul style="list-style-type: none"> <li>Literature review</li> </ul>

**Description of course assignments**

- Syllabus Quiz* (2 pts): The first week of the course you will review the course syllabus and address the following questions. 1) What weekly topic most interests you and why? 2) What concerns (if any) do you have about the course? 3) What questions (if any) do you have about the course?
- Personal Introduction* (2 pts): The first week of the course you will post a personal introduction to the community discussion board responding to the provided prompts.
- Participation in weekly online course activities* (no grade): Each week you will review the minilectures and/or other digital content posted to BB that guide you through the course topics and content.
- Reading response* (7 X 5 pts each = 35 pts): You will respond to discussion questions pertaining to the weekly readings. Your responses should synthesize what you learned across the assigned readings, identify primary ideas or themes in the readings, discuss, if relevant, how the readings have different positions from those read in previous weeks, and reflect on the presented ideas in terms of your experiences and professional practice. The responses should take time and reflect that you did the readings; they are practice for the kind of synthesis and analysis you will do for your literature review assignment. The grading criteria is included in the course rubrics. These reading responses are due to the discussion board on BB on the Thursday of each week.

5. *Peer responses* (7 X 2 pt each = 14 pts): In addition to posting your reading responses, you will read your classmates' reading responses. You will create a post that shares something new you learned, a connection you notice across responses, a difference in perspective you have from others, or other reflection on your reading of the discussion board. The grading criteria is included in the course rubrics. Your peer responses are due to the discussion board on BB on the Sunday of each week.
6. *Media watch* (2 pts): Identify current media coverage that relates to any of our course topics. You should post at least one article by the third week of the semester. This assignment will help connect your learning to current issues and may be incorporated into your final literature review (e.g., the problem of practice component). You will peruse other's posts, as well, as a means to access knowledge and ideas from the community. Due to the proliferation of blogs, social networks, and other sources that can have questionable authority, I ask you to post from reputable news outlets or other periodicals that report on current educational issues. I will be adding a library guide to the course website to help you access the periodicals.
7. *Description of Problem of Practice and Theory* (5 pts): Firstly, you will identify a problem of practice related to equity in literacy/biliteracy teaching and learning and explain the origins of your interest in this problem of practice. This origins might be based on your reflections on your own classroom practice or you may gain ideas from the "media watch" assignment. Discuss the significance of studying this problem in terms of advancing equity for diverse learners in your classroom and/or school or in literacy/biliteracy education nationally. Secondly, you will introduce the theory or theories from this course that will help for you to illuminate aspects of this problem of practice and discuss why you are considering this theory. (You do not need to discuss the theory at this stage, only introduce it.) I will provide feedback on this assignment as a means of helping guide your development of the literature review (the final course assignment). Grading criteria is full credit for timely submission.
8. *Literature Review on Problem of Practice* (40 points) (approx. 5-6 pages total). This assignment has the following components (sections a-d). Grading criteria can be found in the course rubrics.
  - a. Paper Introduction and Problem of Practice (POP): Describe a policy or practice issue and its significance in terms of personal relevance and/or policy or practice relevance AND in terms of advancing equity in education. (You already largely developed this material in a previous assignment.) Provide an introduction as to how you are going to investigate this POP in this paper and indicate how the paper is organized (approx. 1 page).
  - b. Theory: Choose a theory or theories from at least one module in this course to consider this POP and discuss the following questions: (approx. 1.5 pages)
    - i. What are the primary assumptions of this theory?
    - ii. How does this theory develop from prior theories of learning and/or how are the distinctions within this theory drawn from prior theory? (E.g., Vygosky considers social contexts and language-in-use within his theory of human learning and development in a manner unlike Piaget and other cognitive psychologists who situated the locus of learning within the individual.)
  - c. Literature: Identify empirical research that uses the theory you selected and informs your POP and then synthesize the literature's findings using the following guidelines: (approx. 3 pages).

- i. Identify literature that informs your POP and do so using the theory you identified as a lens. For example, if your POP relates to supporting peer teaching in literacy for emergent bilingual students from a Vygotskian or Neo-Vygotskian Perspective the following would be a good citation: Martin-Beltrán, M., Daniel, S., Percy, M., & Silverman, R. (2017). Developing a zone of relevance: Emergent bilinguals' use of social, linguistic, and cognitive support in peer-led literacy discussions. *International Multilingual Research Journal*, 11(3), 152-166.
  - ii. Organize your literature review by themes or primary ideas and use headings to guide the reader.
  - iii. Organize the review to achieve a logical flow of ideas.
  - iv. Discuss how the literature might show consensus or contrasting positions on the topic.
  - v. The UTEP education information specialists at the library can help you locate sources. **Harvey Castellano ([hcastell@utep.edu](mailto:hcastell@utep.edu)) and Angela Lucero ([ajmartinez5@utep.edu](mailto:ajmartinez5@utep.edu)).**
- d. Summary and reflection (approx. 1 page)
- i. Summarize what you learned about your POP (e.g., this is your thesis statement)
  - ii. Reflect on how the theoretical lens you used helps provide a particular perspective on the issue.
  - iii. Reflect on your own learning from this research and how you might apply it to your teaching practice

## GRADING SUMMARIES

Assignment	Points
<i>Syllabus Quiz</i>	2
<i>Personal Introduction</i>	2
<i>Reading response (see rubric)</i>	35
<i>Peer responses (see rubric)</i>	14
<i>Media watch</i>	2
<i>Description of POP and Theory</i>	5
<i>Literature Review on Problem of Practice (see rubric)</i>	40
<b>Total points</b>	<b>100</b>

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 and below

## UTEP WRITING CENTER

Writing consultants at the UTEP writing center are available for online sessions to assist you with any writing need at any stage of the writing process. Writing is challenging and it is helpful for

even seasoned writers to have others read their work and provide input. Take advantage of this resource at your university.

### **UTEP LIBRARY RESOURCES**

UTEP librarians are available to assist you in locating information and other sources for your research. The education specialists are Harvey Castellano ([hcastell@utep.edu](mailto:hcastell@utep.edu)) and Angela Lucero ([ajmartinez5@utep.edu](mailto:ajmartinez5@utep.edu)). Do not hesitate to schedule an appointment with one of them.

### **TECHNOLOGY REQUIREMENTS**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

### **UTEP STUDENT SUCCESS RESOURCE HUB**

UTEP provides a variety of student services and support. Visit [https://www.utep.edu/advising/student\\_resources/student-success-resource-hub.html](https://www.utep.edu/advising/student_resources/student-success-resource-hub.html).

### **BIBLIOGRAPHY OF BLACKBOARD READINGS:**

Adams, M. J. (1993/2012). Phonics and beginning reading instruction. In F. Lehr and J. Osborn (Eds.). *Reading, language, and literacy* (pp. 3-23). Routledge.

Alim, H. S., & Paris, D. (2017). What is culturally sustaining pedagogy and why does it matter. In D. Paris & H. Alim (Eds.) *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 1-24). Teachers College Press.

Bloome, D., & Green, J. (2015). The social and linguistic turns in studying language and literacy. In J. Rowsell and K. Pahl (Eds.), *The Routledge handbook of literacy studies* (pp. 19-34). Routledge.

- Brooks, M. D. (2017). How and when did you learn your languages? Bilingual students' linguistic experiences and literacy instruction. *Journal of Adolescent & Adult Literacy*, 60(4), 383-393.
- Dei, G. J. S. (2019). Decolonizing education for inclusivity: Implications for literacy education. In K. Magro and M. Honeyford (Eds.), *Transcultural literacies: Re-visioning relationships in teaching and learning*, (pp. 5-30) Canadian Scholars Press.
- Dyson, A. H. (2022). Excavating childhoods' layers: an ethnographic dig into inequities of race, class, and literacies. *International Studies in Sociology of Education*, 31(1-2), 49-66.
- Ek, L. D. (2019). Linking church and school: Language and literacy practices of bilingual Latinx Pentecostal youth. In I.M. Garcia-Sánchez and M.F. Orellana (Eds.), *Language and cultural practices in communities and schools* (pp. 107-123). Routledge.
- Enciso, P. (2019). Finding a way into storyworlds: Youth co-narrations of cross-cultural lives as analogue for academic literary talk. In I.M. Garcia-Sánchez and M.F. Orellana (Eds.), *Language and Cultural Practices in Communities and Schools* (pp. 161-178). Routledge.
- Figueroa, A. M., & Baquedano-López, P. (2017). Language socialization and schooling. In X.L. Curdt-Christiansen (Ed.), *Language Socialization: Encyclopedia of Language and Education*, (pp. 141-54). Springer.
- Franco, J., Orellana, M. F., & Franke, M. L. (2021). 'Castillo blueprint': How young children in multilingual contexts demonstrate and extend literacy and numeracy practices in play. *Journal of Early Childhood Literacy*, 21(3), 361-387.
- Gee, J. P. (2015). *The new literacy studies*. In J. Rowsell and K. Pahl (Eds.), *The Routledge handbook of literacy studies* (pp. 35-48). Routledge.
- Goodman, Y. (2001). The development of initial literacy. In E. Cushman, E.R. Kintgen, B.M. Kroll, and M. Rose (Eds.), *Literacy: A Critical Sourcebook*. Bedford St./Martin.
- Gort, M. (2019). Developing bilingualism and biliteracy in early and middle childhood. *Language Arts*, 96(4), 229-243.
- Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in society*, 11(1), 49-76.
- Hermann-Wilmarth, J. M., & Ryan, C. L. (2015). Doing what you can: Considering ways to address LGBT topics in language arts curricula. *Language Arts*, 92(6), 436.
- Hoffman, J. V., Martinez, R. A., & Danielson, K. (2016). Emerging reading and the social practice turn in literacy: Still becoming a nation of readers. *Journal of Education*, 196(3), 19-25.
- Jocson, K. M. (2013). Remix revisited: Critical solidarity in youth media arts. *E-learning and Digital Media*, 10(1), 68-82.



- Lee, C. D. (2001). Is October Brown Chinese? A cultural modeling activity system for underachieving students. *American educational research journal*, 38(1), 97-141.
- Lytle, S. L. (1991). Living literacy: Rethinking development in adulthood. *Linguistics and Education*, 3(2), 109-138.
- Martínez, R. A., Durán, L., & Hikida, M. (2019). Where everyday translanguaging meets academic writing: Exploring tensions and generative connections for bilingual Latina/o/x students. In I.M. Garcia-Sánchez and M.F. Orellana (Eds.), *Language and cultural practices in communities and schools* (pp. 179-196). Routledge.
- McCarty, T., & Lee, T. (2014). Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard educational review*, 84(1), 101-124.
- Mervosh, S. (2023, April 16). "Kids can't read": The revolt that is taking on the education establishment. The New York Times. <https://www.nytimes.com/2023/04/16/us/science-of-reading-literacy-parents.html>
- Moll, L. C., & Gonzalez, N. (1994). Lessons from research with language-minority children. *Journal of reading behavior*, 26(4), 439-456.
- Morrell, E., & Duncan-Andrade, J. M. (2002). Promoting academic literacy with urban youth through engaging hip-hop culture. *English journal*, 88-92.
- Morrell, J., & Morrell, E. (2023). *Freire and Children's Literature*. Bloomsbury.
- Noddings, N. & Brooks, L. (2017). *Teaching controversial issues: The case for critical thinking and moral commitment in the classroom*. Teachers College Press.
- Noguerón-Liu, S. (2020). Expanding the knowledge base in literacy instruction and assessment: Bilingual and translanguaging perspectives from families, communities, and classrooms. *Reading Research Quarterly*, 55, S307-S318.
- Robinson, I. (n.d.). *The War on Truth*. <https://www.naacpldf.org/critical-race-theory-banned-books/>  
[This is a 3-part series. Scroll down to find the links to the progressive parts.]
- Rogoff, B., Dahl, A., & Callanan, M. (2018). The importance of understanding children's lived experience. *Developmental Review*, 50, 5-15.
- Souto-Manning, M. (2016). Honoring and building on the rich literacy practices of young bilingual and multilingual learners. *The Reading Teacher*, 70(3), 263-271.
- Vasquez, V. M., Janks, H., & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts*, 96(5), 300-311.
- Wohlwend, K. (2023). Serious play for serious times: Recentering play in early literacy classrooms. *The Reading Teacher*, 76(4), 478-486.

## **POLICIES AND PROCEDURES**

*Excused absences and/or course drop policy:* According to UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

*Accommodations policy:* The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

*Scholastic integrity:* Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

*Equal educational opportunity:* In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. 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, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. 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 and inquiries regarding applicable policies should be reported to the University's Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at [eoaa@utep.edu](mailto:eoaa@utep.edu).

*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 not attributable in whole or in 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 ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

*Plagiarism detecting software:* Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources.

*Guidelines 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. 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 Student Conduct and Conflict Resolution (OSCCR).

**Rubrics**

***Literature Review on Problem of Practice***

Criteria	Possible Points	Points Earned
<p>Paper Introduction and Problem of Practice (POP) (approx. 1 page)</p> <ul style="list-style-type: none"> <li>• Description of practice or policy issue with discussion of significance in terms of advancing equity for diverse learners;</li> <li>• Introduction of how you will investigate this issue with *(possible) statement of thesis on what you learn;</li> <li>• Outline of paper organization.</li> </ul> <p>*There is variation in academic writing on when the author will state the primary argument or finding of a paper (e.g., thesis). I give you flexibility so you can begin to find your style of writing. Whether you state the thesis at the beginning or the ending, you need to keep it in mind throughout the paper to ensure you are making a cohesive argument. (An argument for this assignment is what you learn about your POP through your review of the literature).</p>	<p>5 points for inclusion of all criteria</p>	
<p>Theory: You identify a theory or theories from at least one module in this course to consider your POP and discuss the following questions: (approx. 1.5 pages)</p> <ul style="list-style-type: none"> <li>• What are the primary assumptions of this theory?</li> <li>• How does this theory develop from prior theories of learning and/or how are the distinctions within this theory drawn from prior theory? (E.g., Vygotsky considers social contexts and language-in-use within his theory of human learning and development in a manner unlike Piaget and other cognitive psychologists who situated the locus of learning within the individual.)</li> </ul>	<p>10 points for inclusion of all criteria</p>	
<p>Literature: Identify empirical research that uses the theory you selected and informs your POP and then synthesize the literature’s findings using the following guidelines: (approx. 3 pages).</p> <ul style="list-style-type: none"> <li>• Identify literature that informs your POP and does so using the theory you identified as a lens. For example, if your POP relates to supporting peer teaching in literacy for emergent bilingual students from a Vygotskian or Neo-Vygotskian Perspective the following would be a good citation:                       Martin-Beltrán, M., Daniel, S., Peercy, M., &amp; Silverman, R. (2017). Developing a zone of relevance: Emergent bilinguals’ use of social, linguistic, and cognitive support in peer-led literacy discussions. <i>International Multilingual Research Journal</i>, 11(3), 152-166.</li> <li>• Organize your literature review by themes or primary ideas and use headings to guide the reader.</li> </ul>	<p>10 points for inclusion of all criteria</p>	

<ul style="list-style-type: none"> <li>Organize the literature review to achieve a logical flow of ideas.</li> <li>Discuss how the literature might show consensus or contrasting positions on the topic.</li> <li>Visit the UTEP educational librarian for help identifying literature. Her name is Jennifer D. Urban-Flores <a href="mailto:jdurbanflores@utep.edu">jdurbanflores@utep.edu</a></li> </ul>		
<p>Summary and reflection (approx. 1 page)</p> <ul style="list-style-type: none"> <li>Summarize what you learned about your POP (e.g., this is your thesis statement)</li> <li>Reflect on how the theoretical lens you used helps provide a particular perspective on the issue.</li> <li>Reflect on your own learning from this research and how you might apply it to your teaching practice</li> </ul>	5 points for inclusion of all criteria	
<p>Professional, thoughtful, and persuasive scholarly writing:</p> <ul style="list-style-type: none"> <li>Writing is clear, academic writing, and is carefully edited for grammar and spelling;</li> <li>Organization is logical and cogently builds the argument or thesis (e.g., what you learned about your POP);</li> <li>Use of proper in text-citation and inclusion of reference page using APA, Chicago, or MLA style;</li> <li>Demonstrates knowledge of theories and perspectives covered in this course;</li> <li>Thoughtful discussion of research to practice application as a reflection of learning.</li> </ul> <p><b><i>Your paper should be between 5-8 pages double spaced (without reference page) and <u>no longer!</u></i></b></p>	10 possible points	
<b>Total points</b>	<b>40</b>	

*Reading response*

Criteria	Possible Points	Points Earned
<p>The reading response:</p> <ul style="list-style-type: none"> <li>Addresses each question fully;</li> <li>References texts (i.e., identify whose ideas you are citing);</li> <li>Synthesizes what you learned across the assigned readings;</li> <li>Identifies primary ideas or themes in the readings;</li> <li>Discusses how the readings have different positions from those read in previous weeks;</li> <li>Reflects on the presented ideas in terms of your experiences and professional practice;</li> <li>Poses questions you have about the readings.</li> </ul> <p><i>Not every question will require all of the above in your response. These</i></p>	5	

<i>are general principles for effective responses to literature.</i>		
<b>Total points</b>	<b>5</b>	

*Peer responses*

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
Your response to your peers' reading response: <ul style="list-style-type: none"> <li>• Demonstrates you read your peers' responses;</li> <li>• Shares something new you learned;</li> <li>• Poses questions you still have;</li> <li>• Identifies connections you notice across responses;</li> <li>• Notes a difference in perspective you have from others;</li> <li>• Reflects on your learning and application to practice.</li> </ul> <i>Your response will not demonstrate all of the above criteria. These are general principles for effective responses to your peers.</i>	2	
<b>Total points</b>	<b>2</b>	