CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development
Department of Literacy, Early, Bilingual and Special Education
Leadership for Diverse Communities

**CONTENT AREA LITERACY AND COMMUNICATION
IN SECONDARY CLASSROOMS**
Spring 2020

COURSE AND INSTRUCTOR INFORMATION

Instructor: Dr. Maria Hernandez Goff	LEE 156 (34312) 3 Credits
Class Time: Thursdays, 4:00-6:50pm	ED 177
Office: ED 347	Office Hours: Thursdays, 1:30-3:30pm and by appointment
Email: mgoff@mail.fresnostate.edu	Office Phone: 559.278.0327

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INTRODUCTION AND COURSE DESCRIPTION

This course aims to tackle the following questions:
- What is literacy? What are litera*cies*?
- What is the importance of fostering students' literacy as a classroom teacher?
- How do people communication inside and outside the various disciplines?
- How has literacy and communication changed and how does it continue to change over time?
- How can we, as teachers, purposefully and effectively use content area appropriate literacy strategies to unlock content for all learners in our classrooms?

This course is designed as a first level language and literacy education course for single subject credential candidates. Its major focus is helping prospective secondary teachers learn to improve their students' listening, speaking, reading, and writing in the context of content area classrooms. The curriculum will explore scientific-based issues, methodologies, and materials that can be used to facilitate learning in content area classrooms at the secondary level for all students and is grounded in critical literacy and an awareness of race, gender, culture and socioeconomic diversity within the classroom.

Special emphasis will be placed on the teaching and learning situations likely to be encountered in the classroom. Students will be expected to demonstrate competence in preparing adolescents from all cultural and linguistic backgrounds to comprehend spoken, written, and visual information typically occurring in the content area.

Students in this course will develop curricular materials that emphasize adolescents' critical reading and writing practices in the context of their content-area classroom. The materials that you develop will be designed to facilitate language and literacy learning for a culturally and linguistically diverse array of students. Special emphasis will be placed on the teaching and learning situations you are likely to encounter in classroom practice.

REQUIRED COURSE MATERIALS

Textbooks are available at the Kennel Bookstore or online. Other required reading assignments will be either posted in Canvas or handed out in class.
- Fisher, D. & Frey, N. (2020). *Improving Adolescent Literacy: Content Area Strategies at Work* (5th edition). Upper Saddle River, NJ: Pearson.
- Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2015). *50 Instructional Routines to Develop Content Literacy* (3rd edition). Upper Saddle River, NJ: Pearson
- Middle grades or young adult novel to be chosen by the members of the class or designated by Dr. Goff.

IMMEDIATE ACCESS (IA) BOOK INFORMATION
- You are enrolling into an Immediate Access (IA) course - This means that all or some of the materials are delivered to you digitally through your professor's Canvas system. (**Only Fisher & Frey,** *Improving Adolescent Literacy* **is IA**)
- All IA communication will be delivered to your Fresno State email account…It is YOUR RESPONSIBILITY to read all communication coming from the Bookstore. Look for email headers such as "IMPORTANT INFORMATION" or "REMINDERS"
- ALL IA materials are free for the first 10 days of the start of the semester to all students enrolled - After the 10th day, students who did not OPT OUT of the materials will be charged on their student account the cost of the materials. This information can be found in your welcome letter email from the Bookstore. If you didn't receive an email, please contact sguthier@mail.fresnostate.edu
- OPTING OUT means that you DO NOT want the materials delivered digitally and that YOU are responsible to get the materials on your own – usually at a higher cost. If you OPT OUT, your digital access will be revoked.

- DO NOT purchase digital materials directly from the Publisher website or any other purchase that would require you to enter a credit card for purchase. You will be billed TWICE! If you are OPTED IN, the campus will bill your student account.
- **THE LAST DAY TO OPT OUT IS January 31st, 2020**. – It is YOUR responsibility to OPT OUT. Once you click on the OPT OUT link in your Welcome Letter email or in you Professor's Canvas page, you will receive a confirmation email. If you do not receive this email, try opting out again or contact the Bookstore.
- DO NOT pay for your materials through Canvas!!! If the link provided requires an "ACCESS CODE" it will be delivered to you in your Fresno State email account from the Bookstore. ALL CHARGES will be billed to your student account.
- Student accounts will be charged by **February 10th, 2020**…You will have until **February 20th, 2020** to pay on your student account either online or at Joyal Administration. If you're on financial aid, scholarship or other benefit programs you are still obligated to pay on your account…Please put this money aside.
- If you enroll after the 10th day of class, you will have 24 hours to review the materials and OPT OUT of the program.
- Any questions about the IA program can be directed to sguthier@mail.fresnostate.edu

Additional Resources
- http://www.adlit.org
- http://www.readwritethink.org

COURSE LEARNING OUTCOMES

1. Credential students will apply knowledge of their students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning (TPE 1.1).
2. Credential students will connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning (TPE 1.3).
3. Credential students will provide their students with opportunities to access curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning (TPE 1.7).
4. Credential students will use knowledge about their students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum (TPE 3.2).
5. Credential students will locate and apply information about their students' current academic status, content-and-standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes (TPE 4.1).
6. Credential students will design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy as applicable to the subject area of instruction (TPE 4.3).

7. Credential students will plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies (TPE 4.4.).
8. Credential students will plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning (TPE 4.7).
9. Credential students will reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning (TPE 6.1).

COURSE POLICIES AND PROCEDURES
The stated objectives will be accomplished through lectures, whole and small group discussions of the assigned readings, online discussion forums, workshops, presentations, and round tables. This course will contain a significant interactional component. Students are expected to be actively engaged in the learning experience through various small and large group discussions and activities, whether held in class or online. Therefore, consistent student preparation (this means having read ahead of time the material to be covered in class) and input are MANDATORY.

Course Expectations
I believe, as teachers, we need to set the example for our students. As such, my course expectations are as much for you as they are for me. I expect professional educators to act accordingly.
- Class begins at 4:00pm and students should be present at that time. If possible, please inform Dr. Goff if you are running late.
- More than **one unexcused absence** will negatively affect your grade.
- Students are expected to have completed assigned readings each week before class begins.
- We will occasionally use mobile devices and laptops in class. Please refrain from texting or using social media (unless approved by Dr. Goff) during class time.
- Cell phones are to be either on silent or turned off during class. No messaging during class.
- Cooperative learning and participation are essential to this course.
- Diverse opinions and thoughts are encouraged during class discussions. Please feel free to disagree with one another while maintaining respectful and collegial interactions.

Attendance Policy
This course will contain a significant interactional component. Students are expected to be actively engaged in the learning experience through various small and large group discussions and activities. Therefore, consistent student attendance and preparation are CRUCIAL. Students are responsible for all the material presented in class and in the readings. Please see the detailed reading schedule and be prepared to discuss the readings assigned to each session. Your final grade will reflect the extent to which you show evidence in class that you have read and can discuss the content of the articles. Because of the interactional component and the amount of

group work activities, unexcused late arrivals and/or early departures will not work. Do plan to be ready and present for the entire course.

- You have ONE free unexcused absence in which there is a "no questions asked" policy.
- Additional unexcused absences result in a zero for the day's attendance/participation grade.
- Unexcused tardiness or leaving early for class sessions counts as half an absence and results in a 2.5 point deduction from attendance/participation grade.
- If you have extraordinary circumstances which will impact your attendance and performance in class, please let me know.
- Please see APM 232 for the policy on absences and make-up work. http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/232.pdf

Grading policy
Unexcused late assignments will receive a 10% reduction in grade **per day late**. Unexcused attendance/participation points cannot be made up.

I do not offer extra credit.

Total points possible: 250

Letter Grade	Percentage	Point Value
A	100-90%	240-216
B	89-80	215-192
C	79-70	192-168
D	69-60	167-144
F	59 and lower	143 and lower

Adding and Dropping Classes
Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html.

Plagiarism Detection
The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will be available for your viewing.

UNIVERSITY POLICIES AND SERVICES

Students with (dis)abilities
Upon identifying themselves to the instructor and the university, students with (dis)abilities will receive reasonable accommodations for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (559-278-2811).

Honor Code
"Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
   a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
   b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
   c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism
Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers
At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.fresnostate.edu/technology) or the University Bookstore (http://www.kennelbookstore.com). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior
The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of

academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright Policy
Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page https://library.fresnostate.edu/info/copyright-policy

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center
(http://fresnostate.edu/studentaffairs/lrc) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (http://fresnostate.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Student Handbook
Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/.

COURSE ASSIGNMENTS AND POINT DISTRIBUTION

Assignment	Point Value
Attendance & Participation (in-class & online)	65 points
Reading Responses	45 points
Literacy Strategy Demo & Reflection	25 points
Literacy Autobiography	20 points
Classroom Literacy Observation & Analysis	25 points
Text Set Development	50 points
Final Exam	10 points
Total	**240 points**

Attendance and Participation

We have a total of 14 classes this semester (in-person and online). Attendance and participation in each class is worth 5 points (65 points total for the semester). You have ONE free unexcused absence in which there is a "no questions asked" policy (an absence does not extend a due date). Additional unexcused absences result in a zero for the day's attendance/participation grade. Unexcused tardiness of more than 10 minutes late or leaving more than 10 minutes early will result in a 2.5 point deduction for that day's attendance/participation grade.

Reading Responses (9 responses)

- Responses are due to Canvas by 4pm on the assigned date.
- Typed, double-spaced, 12-point font (APA formatting – no abstract)
- Responses are approximately 1-2 pages (250-500 words)
- There are a total of 10 potential Reading Responses **but you only need to respond to 9.** You may choose which one you are not completing. When you skip a response, you need to indicate this in Canvas (you still need to complete the reading).
- 5 points each (45 points total)

Throughout the semester you will read a variety of articles and chapters intended to shape your thinking around literacy in your content area. The reading response are where you will reflect on what you are learning from these readings.

Directions

(Adapted from Beers' and Probst's (2017) Book, Head, Heart Framework)

The questions in each section of your response (Text, Head, Heart) are to guide your thinking and writing. <u>You do not need to address every question in every response; the questions are simply guidance for your reading response.</u>

- What's in the text: Start your response with a brief (2-3 sentence) summary of the readings (all the readings assigned for the week).
    - What are the texts about?
    - What do the authors want you to know?
- What's in your head:
    - What surprised you?
    - What did you notice?
    - What you need to know more about? What did you already know?
    - How did the text challenge or confirm your thinking about teaching?
    - How does this connect to other texts you have read?
- What's in your heart:
    - How has the text changed how you think about teaching?
    - What questions about planning or teaching did the text raise for you?
    - What else do you want to know about the topic?
    - What did you learn about yourself as a teacher from the text?
    - How will this help you to be a better teacher?

Literacy Strategy Demonstration and Reflection

- Part 1 demonstrations begin February 27
- Part 2 must be completed by April 23
- 25 points

Part 1 (15 points)

On your own or with a partner select a content-area appropriate "text" you can teach to the class in 10-20 minutes using one of the strategies from either *Improving Adolescent Literacy*, *50 Instructional Routines*, or adlit.org. You are expected to provide an appropriate piece of text and any other materials necessary for the lesson. Each presentation needs to include a slideshow and handout with the relevant information described below.

Slideshow	Handout	Reflection
- The literacy strategy/text/materials for the class to use to complete the strategy - The background and theoretical framework of the strategy - Description/explanation of how the strategy is relevant and why/how it supports students' leaning of the text - Suggestions for other content areas	- A definition or explanation of the strategy - The benefits of using the strategy - The theory supporting the strategy - Materials needed - Procedural steps - Possible extensions or adaptations - Suggestions for other content areas	- Your classmates will provide feedback - Reflect on your demonstration using the provided Google Form - What went well? - What do you need to work on?

Part 2 – Complete by April 23 (10 points)

Teach this same strategy (does not have to be with the same text) to your student teaching/intern class. You should discuss this with your master teacher.

On April 23 you will present to the class:

- Content area and grade level of your students
- Strategy and text(s) you selected
- Any modifications you made
- Students' reactions to the activity

- Your reflection/reaction to the activity
- What will you do the same/and or different next time?
- Student examples (these can be photos or videos of student work)

<u>Literacy Autobiography</u>

- Due February 20 (paper and share 2-3 takeaways with the class)
- 3-4 pages double-spaced (1000-1500 words)
- APA formatting and citations (no abstract)
- 20 points

For this assignment, you will reflect on your own experiences as a middle and/or secondary school student with respect to learning, language, and literacy. Some ideas that you may decide to pursue are:

- Brainstorm memories you have of particular classes, teachers, and texts encountered in and out of school. Why do these memories stand out to you?
- Look through various "texts" (books, films, magazines, comic books, photographs, video games, etc.) that were formative or influential during your adolescence. Why did these matter to you?
- Find examples of your writing from adolescence—letters, schoolwork, journals or diaries, comics and illustrations, etc. What can this tell you about your literacy practices at the time?
- Talk with members of your family and/or friends who knew you when you were an adolescent. What do they remember about your literate life?

For your 2-3 page narrative analysis, you will use (and cite) our course readings as a rich source that can generate new questions and ideas about adolescent literacies. Use the assigned readings to shed new light on your experiences of (and reflections about) your adolescent literacies.

In this assignment, you will want to identify emergent issues and themes that seem relevant to your own literacy practices as an adolescent. Possible questions to guide your inquiry are:

- What was/is your understanding of literacy or literacies? How were they formed in your adolescence?
- What were/are some of your underlying assumptions about literacy/literacies and adolescence?
- What were/are the contexts that have formed and shaped your perspectives and understandings of literacy? (i.e. What are the social, cultural and academic factors that have contributed to your perspectives?)

Think of this narrative analysis as a kind of <u>story of your adolescent literacy experiences, combined with critical reflections</u> that you bring to those experiences now. You should use (and cite) at least two of our assigned readings to guide your analysis and presentation.

Classroom Literacy Lesson Observation and Analysis
- Due March 19
- 2-4 pages double-spaced (500-1000 words)
- APA formatting and citations (no abstract)
- 25 points

Observation (5 points): Spend approximately 15-20 minutes observing a teacher engaging their students in literacy practices (reading, writing, discussion, listening, viewing, representing). This teacher should teach in your subject area but they do not need to be your assigned master teacher (if student teaching) or the grade level you currently teach. (You may not observe a fellow credential student.) This is a chance to see how other teachers use literacy practices in your content area. Make sure you contact and receive permission to observe the teacher before conducting your observation.

During your observation, take notes on the ways literacy is valued and prioritized for students and teachers in the classroom. Make sure to include a description of the literacy environment (what does it look like, what are students doing, what is the teacher doing, etc.). You will include your observational notes as an appendix to your paper (this can be a picture of your handwritten notes).

Analysis (20 points):

- Write a 2-4 page essay analyzing the teacher's and students' use of literacy practices during the observations.
- Develop a thesis statement that guides the analysis.
- Include specific examples (quotes and/or detailed observations).
- Use our class readings in your analysis (minimum two required citations).
- Connect what you observed to your own (current and future) teaching practices.

Content Area Text Set Development and Analysis

- Presentation due April 30, Final paper due May 6
- 50 points
- APA formatting and citations (no abstract)
- See template in Canvas

You will demonstrate your understanding and ability to identify content area literacy standards, select a content area topic, develop an essential question, and select texts to teach the standards. You will apply the literacy concepts learned throughout the semester to support your students' engagement, comprehension, and learning of the texts.

- Select content-area literacy-focused standard(s) and decide how students will demonstrate their learning of the standards (your assessment).
- Select a topic of study and develop an essential question for your students to explore.
- Select texts you will use to teach this topic and explore the essential question.

Your project will have the following components:

1. **Unit Development (5 points)**
   1-2 pages
   What is your content area? Who are your students? Describe the learning environment. What time of year will you teach this unit? What standards are you addressing? Why did you select this(these) standard(s)? What is your topic and essential question? Why did you select this topic? Why is your essential question relevant to you? Why is it relevant to your students? How will students demonstrate they're learning in this unit? (How will you assess their learning?)

2. **Text Set Application (10 points per text; 40 points total)**
   Approximately 1-3 pages per text
   Choose 4 content-area appropriate texts for your students to use in this unit (think about the quad text set framework in Lupo (2017): visual text, informational text, accessible text, target text). These texts can range from content-area textbooks to a novel, short story, picturebook, magazine, newspaper article, YouTube video, song lyrics, graphic novel, cartoon, blog, instruction manual, etc. You might even think about texts more broadly, to include specific websites, murals, diagrams, 3-D objects, etc. (Texts can also be in different languages.) The idea is to allow for a diverse range of learning styles in order to engage a wide range of learners. (See Lupo (2017)).

   For each text you will need to provide:

   - Author, title, and text type (include all titles in your APA reference list)

- Short summary (approximately 200 words) of each text (what it is about) including why it is useful in your content area and this unit. Also include how students will benefit from this text and why.
- Description of how you will support students' engagement, comprehension, and learning, of each text.
  - Select **one** specific strategy you intend to use for each text and describe how you will use the strategy to teach with the text. (This can be written narratively; it does not need to be in a lesson plan format.)
  - Make sure to describe what you will do and what the students will do. This description needs to be specific. For example, if you're using a silent discussion, you need to include the statements or questions you plan to use.
  - If you are using a longer text (like a novel) only select one strategy.
  - **You must address vocabulary instruction with one of the texts.**
  - Explain why the specific strategy is appropriate to use with the text (why it will do what you want it to do).
  - Make sure to include any handouts/graphic organizers you plan to use.
  -

3. **Poster Presentation (5 points)**
   Digital or physical poster presentation of the text set you created to share with the class on April 30.
   Your poster needs to include the following elements:
   - Standard(s)
   - Essential question(s)
   - All four texts and strategies
   - Overall assessment of student learning of the standard(s)

Final Exam

- Available May 11-14, must complete by May 14, 2020, 11:59pm
- 10 points
- Online reflective exam

> **Subject to Change Statement**
> This syllabus and schedule are subject to change in the event of extenuating circumstances.

TENTATIVE COURSE SCHEDULE

Spring 2020

Class 1: January 23, 2020
What is literacy? What are texts?
- Introductions
- Syllabus and assignments
- Content area questions
- FOR NEXT CLASS:
  - Reading Homework:
    - Draper et al. (2005) What's More Important – Literacy or Content?
    - ILA (2012) Position Statement on Adolescent Literacy
    - Fisher & Frey (2020) Chapter 1: Ensuring All Students Read, Write, Think and Learn
  - Reading Response 1 (see syllabus for directions) – turn in to Canvas by 4pm, January 30

Class 2: January 30, 2020
What is Adolescent Literacy? What is Content Literacy? What is Disciplinary Literacy?
- Adolescent literacy
- Content Literacy
- Disciplinary Literacy
- Multiple literacies
- Literacy timeline
- FOR NEXT CLASS:
  - Reading Homework:
    - Freire (1987) (p. 5-11) The Importance of the Act of Reading
    - Goodman (1997) Multiple Roads to Literacy
    - Hall & Comperatore (2014) Teaching Literacy to Youth Who Struggle with Academic Literacies
    - Janks (2014) Critical Literacy's Ongoing Importance for Education
  - Reading Response 2 (by 4pm, February 6)

Class 3: February 6, 2020
What are our roads to literacy?
- Literacy as a critical social practice
- Paths to literacy
- Teaching and supporting students through literacy
- FOR NEXT CLASS:
    - Reading Homework:
        - Choose Two
            - Anzaldúa (1999/1987) How to Tame a Wild Tongue
            - Barry (2008) What it is
            - Rose (1989) I Just Wanna Be Average
            - Santiago Baca (2014) Coming into Language
        - Jacobs (2013) Multi, Digital, or Technology
        - Vasudevan (2007) Looking for Angels: Knowing Adolescents by Engaging with their multimodal literacy practices
    - Reading Response 3 (by 4pm, February 13)

Class 4: February 13, 2020 **ONLINE CLASS – DIRECTIONS ON CANVAS**
How do our roads to literacy shape our philosophy of literacy?
- Literacy perspectives
- Multimodality in the Content Areas
- FOR NEXT CLASS:
    - Reading Homework:
        - Fisher & Frey (2020) Chapter 2: Setting the Stage: Building and Activating Background Knowledge
        - Lupo (2017)
        - Content area specific article/chapter (see Canvas)
    - Collect some type of informal assessment of your students and bring to next class
    - Assignment: Literacy Autobiography – turn in to Canvas 4pm on February 20

Class 5: February 20, 2020
What role does background knowledge play in your content area teaching?
- **Due: Literacy Autobiography**
- Literacy in the subject areas
- Activating background knowledge
- FOR NEXT CLASS:
    - Reading Homework:
        - Fisher & Frey (2020) Chapter 3: Word for Word: Vocabulary Development Across the Curriculum
        - Bromley (2014) Active Engagement with Words
        - Select a piece of text you would use with your students and select. 8-10 key vocabulary words.
    - Reading Response 4 (by 4pm, February 27)

Class 6: February 27, 2020
Why is content area vocabulary learning necessary for students' success?
- Literacy Strategy Demonstrations
- Learning new vocabulary
- Teaching new vocabulary
- FOR NEXT CLASS:
    - Reading Homework:
        - Fisher & Frey (2020) Chapter 4: Well Read: Promoting Comprehension Through Read-Alouds, Shared Readings, and Close Readings
        - Sheridan-Thomas (2014) Assisting Struggling Readers with Textbook Comprehension
    - Reading Response 5 (by 4pm, March 5)

Class 7: March 5, 2020
How can you support students' comprehension of content area texts?
- Literacy Strategy Demonstrations
- Reading and comprehending texts
- Strategies for effective reading comprehension
- YA literature circles
- FOR NEXT CLASS:
    - Reading Homework:
        - Fisher & Frey (2020) Chapters 5: Why Ask? Questioning Strategies that Prompt Thinking
        - Fisher & Frey (2020) Chapters 6: Speaking Volumes: Using Collaborative Conversations to Build Students' Content Knowledge
    - Reading Response 6 (by 4pm, March 12)

Class 8: March 12, 2020
How can we support students' in engaging questions and discussions and meaningful interactions with texts?
- Literacy Strategy Demonstrations
- Questions and discussions
- FOR NEXT CLASS:
    - Review what your content area standards say about writing
    - Reading Homework:
        - Fisher & Frey (2020) Chapter 7: Picture This: Graphic Organizers in the Classroom
        - Fisher & Frey (2020) Chapter 8: Getting It Down: Making and Taking Notes Across the Curriculum
    - Assignment: Literacy Lesson Observation & Analysis – turn in to Canvas by 4pm on March 19, 2020

Class 9: March 19, 2020
How can teachers support students' learning through the use of graphic organizers and notetaking?
- **Due: Literacy Lesson Observation & Analysis**
- Literacy Strategy Demonstrations
- Creating and using graphic organizers for effective instruction
- Notetaking and notemaking
- YA literature circles
- FOR NEXT CLASS:
  - Reading Homework:
    - Fisher & Frey (2020) Chapter 9: Powerful Pens: Writing to Learn Content
    - Select One:
      - Batchelor & King (2014) Freshmen and five hundred words: Investigating flash fiction as a genre for high school writing
      - Flores (2018) Breaking silence and amplifying voices: Youth writers and performing their worlds
      - Kohnen (2013) Informational writing in high school science
      - Whitehead & Murphy (2014) "Mind your language": High school students write laboratory reports
  - Reading Response 7 (by 4pm, March 26)

Class 10: March 26, 2020
How can students write to learn in your content area classroom?
- Literacy Strategy Demonstrations
- Writing Strategies for Content Areas Classrooms
- FOR NEXT CLASS:
  - Reading Homework
    - Fisher & Frey (2020) Chapter 10: Taking Stock: Formative and Summative Assessments
  - Reading Response 8 (by 4pm, April 2)

Class 11: April 2 2020
How can you use assessment to inform your instruction?
- Literacy Strategy Demonstrations
- Assessment in the subject areas
- YA literature circles
- FOR NEXT CLASS:
  - Reading Homework:
    - Young Adult Novel (selected earlier in the course)
    - Gillis et al. (2017) Developing Lifetime Readers
    - Daniels & Zemelman (2014) Content-Area Book Clubs
  - Reading Response 9 (by 4pm, April 16)

Spring Break April 6-10, 2020

Class 12: April 16, 2020
How can we engage in middle grades and young adult literature?
- Adolescent literacies
- Young adult literature and other engaging texts
- Final YA literature circle
- FOR NEXT CLASS:
    - Reading Homework:
        - Burke (2015) Teaching by Design
        - Fisher & Frey (2016) Designing Quality Content Area Instruction
        - Daniels & Zemelman (2014) Inquiry Units
    - Reading Response 10 (by 4pm, April 23)
    - Present reflection of literacy strategy lesson

Class 13: April 23, 2020
Designing Quality Instruction
- Backwards Design
    - Content Literacy Standards
    - Essential Questions
- Literacy strategy lesson discussion and reflection
- FOR NEXT CLASS:
    - Text Set Development and Analysis – turn in to Canvas by 4pm, April 30

Class 14: April 30, 2020
Understanding text sets across content areas
- **Due: Text Set Development and Analysis presentation**
    - **Paper due May 6**
- Present text set to class (digital or physical poster)

Final Exam: May 11-May 14, 2020
- Complete online exam