LANGUAGE & LITERACY IN THE CONTENT AREAS

CTRD 5000

AUBURN UNIVERSITY



Department: Curriculum & Teaching

Program: Reading

Course Title: Language & Literacy in the Content Areas

Course Credit: 3 hours

Semester: Fall 2024

Instructor: Dr. Tierney Hinman

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Office: Haley 5076

Office Hours: Tuesdays 8:00-9:00 AM

Schedule: Tuesdays/Thursdays

9:30-10:45 AM

 Haley 2461

Prerequisites: N/A

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| 1. ***COURSE DESCRIPTION***
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**Bulletin Description:**

Strategies to help fluent readers and English language learners learn content in the disciplines by strategic reading of texts.

**Texts:**

All course readings will be available through Canvas.

**Learning Objectives:**

By the end of this course, you will be able to:

1. Collaboratively apply reflection and action in teaching through inquiry into problems of practice.
2. Design lessons that integrate literacy into content area learning by drawing on key learning theories and their associated approaches to literacy instruction.
3. Advocate for more equitable and socially-just learning spaces for all students by engaging with and reflecting on experiences with literacy communities serving culturally and linguistically diverse families

**Course Standards:**

Course Standards include a subset of key indicators from the Alabama Core Teaching Standards (290-3-3-.03) and English Language Arts Program-specific standards (290-3-3-.10), and advanced technology standards (indicated in red). Final assessment of the advanced technology standards (.42) are in this course.

Alabama Core Teaching Standards

(2)(e) Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(2)(k) Knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources and instruction.

(3)(m) Knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

(4)(h) Creates opportunities for students to learn, practice, and master academic language in their content.

(4)(j) Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.

(4)(l) Knows and uses the academic language of the discipline and knows how to make it accessible to learners.

(5)(h) Develops and implements supports for learner literacy development across content areas.

(5)(i) Understands the ways of knowing in their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

(5)(l) Understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(8)(g) Engages all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(8)(o) Understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

(9)(e) Reflects on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(9)(i) Understands how personal identity, worldview, and prior experiences affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

(9)(m) Is committed to deepening understanding of their own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(10)(l) Understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

English Language Arts (Grades P-12)

(2)(a)1(ii)Knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

(2)(b)3 Plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies, including those advocated by the Alabama Reading Initiative.

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| 1. ***GRADING***
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**Grading Policy:**

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| Letter | Percent | Points |
| A | 100% - 90% | 151 - 136 |
| B | 89% - 80% | 135 - 121 |
| C | 79% - 70% | 120– 106 |
| D | 69% - 60% | 105 - 91 |
| F | <60% | <90 |

**Late Assignments:**

Late assignments lose 5% credit per unexcused day late to a maximum of 30% lost credit. For example, a 20-point assignment due Monday would be worth at most 16 points by Friday. If there are extenuating circumstances, please communicate with the instructor; however, this does not ensure a waiver of the late penalty.

**Communication:**

I know that life sometimes happens, BUT I expect you to communicate with me, early and clearly, when this does happen. I am always available for one-on-one meetings, virtually or face-to-face, and can always be reached by email. Don’t wait until the issue becomes too big; we can problem-solve together, even if it’s me who is the issue.

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| 1. ***ASSIGNMENTS***
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**Major Graded Assignments:**

Major course assignments are briefly described here but you’ll receive more specific information concerning completion and evaluation of the assignments across course units. All assignments, unless otherwise indicated, must be turned in by the start of class (9:30 AM) on the date due.

1. *Attendance/Participation (24 points)*: Because I believe that learning happens in interaction, attending and engaging in class is imperative. Being in class and being an active learner includes reading the assigned texts, participating in whole class and small group discussions, and engaging in learning activities during class. I recognize that active learning can look different for individual students but it does require being in class, being engaged, and limiting distractions (e.g., non-essential phone and computer usage). You are granted four absences, for any reason, for the semester. Extenuating circumstances for absences warrant a meeting with the instructor during office hours or another planned time; it is your responsibility to contact your instructor for a meeting. Meeting with the instructor does not guarantee approval of extended absences.
2. *Content Area Literacy Mini-Lesson (16 points):* After learning about content area literacy and associated strategies for supporting student learning, you and your content area peers will be teaching a 15-minute mini-lesson modeling a content area literacy strategy. Your mini-lesson should model the application of a literacy strategy with content and provide opportunities for “students” to practice and reflect on their strategy use. You will provide a handout with key information about your content area literacy strategy. Your “students” will be providing feedback on and evaluating your mini-lesson based on their experience during your lesson and our understanding of effective strategy lessons in the content area. Your mini-lesson is worth 11 points and the handout you design is worth 5 points. You will present your mini-lesson with your group between 10/1 and 10/8.
3. *Inquiry Project (60 points):* During the second half of the course, you’ll be joining an inquiry group with the purpose of exploring a problem of practice in language and literacy teaching in the content areas that interests you and your group members. Over the course of the semester, you will be meeting with this group to identify a problem of practice, research it, and design potential solutions for addressing it. The inquiry process will include a group meeting with me to discuss your problem of practice and problem pose/problem solve issues around both the inquiry process and your topic. To share the knowledge you garnered through participation in the inquiry project, you and your group will design a research poster that includes your problem of practice, your knowledge of the research on your topic, your inquiry method, and your suggestions for professional practice. You will present your posters in roundtable format on 12/3. There will be several different tasks you’ll need to complete this project, which are due on the following days:

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| **Task** | **Due Date** |
| Notetaking Sheet (4 entries/individual; 2 must be empirical articles) (12 points) | 11/7 |
| Research Plan (8 points) | 11/12 |
| Problem Solving Design (10 points) | 11/19 |
| Poster and Roundtable Presentation (30 points) | 12/3 |

1. *Course Text Scrapbook (18 points):* This assignment will require you to fully and thoughtfully read/view key texts across the course of the semester. You will be provided with the Reflection Letter questions for our final class project. Based on these questions, you’ll choose 18 total key texts to reflect upon. For each text, you will record major insights, quotable quotes, and thoughts about how the text might or might not inform how you are thinking about teaching language and literacy in your content area. The Text Scrapbook is an essential record that you will draw on as you write your Reflection Letter at the end of the semester. I will grade your scrapbook at three points in the semester: 9/10, 10/15, and 11/19.
2. *Reflection Letter (33 points):* The Reflection Letter will provide you with an opportunity to demonstrate the knowledge you have developed over the course of the semester, as well as to synthesize the knowledge to envision how you might apply what you have learned about teaching and learning literacy in your future content area. You must draw on course texts in your Reflection Letter and so you will find your Course Text Scrapbook useful here. You will be provided with four questions, three of which you will need to address in your letter to me. Your letter will also need to integrate into your reflection a description of your ideology, positionality, and knowledge of community literacies in considering socially just and equitable literacy education. Your letter will be due 12/10.

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| 1. ***TENTATIVE SCHEDULE***
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**Course Organization:**

Our course examines how inquiry is a powerful tool for learning and the most significant learning experience in the course is organized around your inquiry groups. As a model, and because it facilitates meaningful learning, our course is organized around central inquiry topics. In each inquiry unit, we’ll explore key content related to the question and, individually and collaboratively, you’ll be constructing your answers to the questions as you consider how you will make instructional decisions about language and literacy in your content classroom The following schedule is provided to give you an overview of the course and readings that will guide our inquiries. All assigned texts will be available in Canvas. Readings will be discussed in various manners ranging from course Canvas discussions to in-class activities. These readings contain information that should be included in reflections, projects, and other course tasks. You can find all due dates in our Class Calendar and in Canvas.

**\*Please note that this is a tentative summary of the schedule and topics/assignment. Due dates may change during the semester and this will be clearly stated in class and on Canvas.**

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| **Inquiry Unit** |
| **UNIT 1: HOW ARE WE GOING TO BUILD AN INCLUSIVE, ACTIVE, AND EQUITABLE COMMUNITY FOR LEARNING THIS TERM?** |
| **August 20** | Establishing a Community of Learning |
| **August 22** | Exploring the Concept of Literacy |
| **UNIT 2: HOW DOES YOUR POSITIONALITY AND HISTORY WITH LITERACY INFLUENCE HOW YOU THINK ABOUT TEACHING LITERACY?** |
| **August 27****August 29** | The History of Language & Literacy in U.S. Communities and Schools |
| **September 3****September 5** | The Role of Positionality in Shaping Beliefs and Assumptions about Literacy Practice |
| **UNIT 3: HOW MIGHT WE TEACH LITERACY TO SUPPORT STUDENT COMPREHENSION OF CONTENT AREA MATERIALS?** |
| **September 10** | An Introduction to Approaches to Literacy Instruction in the Content Areas |
| **September 12****September 17** | Theoretical Frameworks for Content Area Literacy |
| **September 19****September 24****September 26****October 1** | Content Area Literacy Theories in Practice |
| **October 3****October 8** | Considerations for Equitable Content Area Literacy Instruction with Culturally and Linguistically Diverse Students |
| **UNIT 4: HOW MIGHT WE TEACH LITERACY TO SUPPORT STUDENT UNDERSTANDING AND APPLICATION OF LITERACY COMMUNITY PRACTICES IN THE CONTENT AREA?** |
| **October 10** | Fall Break |
| **October 15** | Habits of Mind and the Discipline |
| **October 17** | Theoretical Frameworks for Disciplinary Literacy |
| **October 22** | Literacy Within and Across the Disciplines |
| **October 24** | Language & the Discipline |
| **October 24** | Research in the Teaching of Literacy & Language |
| **October 29** | Literacy & the Discipline |
| **October 31****November 5****November 7****November 12** | Disciplinary Literacy Theories in Practice |
| **November 14** | Considerations for Equitable Disciplinary Literacy Instruction with Culturally and Linguistically Diverse Students |
| **UNIT 5: DESPITE THE INSTRUCTIONAL APPROACH, HOW MIGHT WE DESIGN MORE EQUITABLE AND RESPONSIVE LITERACY INSTRUCTION?** |
| **November 19** | Balancing Content Area Literacy, Disciplinary Literacy, and Content Instruction |
| **November 21** | Navigating Tensions in Approaches |
| **November 25-29** | Thanksgiving Break |
| **December 3** | Collaborative Inquiry Group Roundtable Presentations |
| **December 5** | Drafting the Reflection Letter (Asynchronous Class) |
| **May 1** | Final Exam (No Class): Reflection Letters Due (11:59 PM CST) |

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| 1. ***UNIVERSITY AND COLLEGE POLICIES***
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COVID 19:

If you contract or are exposed to COVID-19, it is treated as any other medical absence. You will need to provide the instructor with the proper documentation noting the illness or requirement to quarantine or isolate. In the event you miss class due to illness or exposure, you must communicate with the instructor for make-up work or to establish an adjusted schedule for assignment due dates.

Excused Absences:

 Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see AU’s [Policy on Class Attendance](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf) for additional information about excused absences.

Accommodations:

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Academic Honesty Policy:

All portions of the Auburn University student Academic Honesty Code (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**AI Policy: Permitted when Assigned in this Course with Attribution**

In this course, students are permitted to use Generative AI Tools such as ChatGPT for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].” Any use of AI when not permitted or properly attributed will result in a zero on the assignment or in failure of the course due to academic misconduct, consequences to be determined at the discretion of the instructor based on the degree and extent of the misconduct.

Professionalism:

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; and model and nurture intellectual vitality.

Writing Center:

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miler Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing center, please email writctr@auburn.edu or call 334-844-7475 M-F 7:45AM-4:45PM.

Student eHandbook:

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.