# Language and Literacy in the Content Areas

CTRD 5000

Auburn University

College of Education conceptual framework -- picture of an archway with a keystone

Text: Faculty, staff, and students strive to prepare and be professionals who are competent (equipped with the knowledge, skills, and technological expertise to help all individuals learn and develop); committed (dedicated to the ethical practices and collaboration that serve as the foundation of a diverse and intellectually vibrant society); and reflective (devoted to analyzing their own past practices in ways that fuel ongoing learning and improve future practices)

Department: Curriculum & Teaching

Program: Reading

Course Title: Language & Literacy in the Content Areas

Course Credit: 3 hours

Semester: Fall 2024

Instructor: Dr. Jennie Baumann

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* I try to respond to emails within 24 hours unless they are over the weekend or during a university break; then, I respond within 48 hours. Please note that my working hours may be different from yours.

Phone: 419-494-2098 (emergencies only please)

Office: Haley 5006

Office Hours: By appointment

Schedule: Mondays 1-3:50pm, Haley 2461

Prerequisites: N/A

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| Course Description |

### 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), English Language Arts Program-specific standards (290-3-3-.10), and advanced technology standards (bold and underlined). 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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| Course Expectations |

**Expectations (from Dr. Tierney Hinman):**

Our expectations for classroom participation and engagement are directly connected to our beliefs about what quality teaching and learning looks like, sounds like, and feels like. One of our major goals for this course is to examine our own instructional decision-making to understand what informs our choices and how those choices impact our students. So that you can understand my approach to teaching and the expectations I will, thus, have for you, I want to clearly communicate three of my core beliefs about teaching and learning:

* Learning does not happen in you and me as individuals. Learning is what we do together when we all bring our unique knowledges and experiences to the process. Thus, discussion with others, including those with different perspectives, is essential to learning.
* Teaching, in any form, is a political and cultural act and has social, economic, and emotional ramifications. Thus, uncovering our own beliefs, assumptions, and biases (we all have them) and those of our society in general is imperative to informed decision-making about teaching and learning.
* There are no right answers for how to be an effective educator. Instead, we must be prepared to identify the tensions we feel and be brave enough to negotiate those tensions. Thus, a habit of mind that engages us in cyclical processes of reflection and action means that we never stop learning.

So, there will be some lecturing but lecturing doesn't lend itself well to the kind of active, participatory learning I value. To have a critical, active classroom, we have to start with some foundational commitments for being a part of this community, including:

* **Staying engaged.** Staying engaged means remaining morally, emotionally, intellectually, and socially involved in the dialogue.
* **Experiencing discomfort.** This norm acknowledges that discomfort is inevitable, especially in dialogue about diversity and equity, and that participants make a commitment to bring issues into the open. It is not the talking about these issues that create divisiveness. The divisiveness already exists in society and in our schools. It is through dialogue, even when uncomfortable, that healing and change can begin.
* **Speaking your truth.** This means being open about thoughts and feelings and not just saying what you think others want to hear. It also means being open to others' truths.
* **Expecting and accepting nonclosure.** This agreement asks participants to "hang out in uncertainty" and not rush to quick solutions, especially in relation to diversity and equity, which require ongoing dialogue.

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| Grading |

### Grading Policy:

Final grading for the course is as follows:

* 90-100%: A
  + Uses and integrates readings, classroom discussions, and teaching experience where appropriate to inform the writing or activity.
  + Meets all the requirements of the assignment.
  + Is deeply thoughtful.
  + Provides many details and examples to support the assignment.
  + No errors in grammar, punctuation, spelling, or APA citations.
* 80-89%: B
  + Uses many readings, classroom discussions, and teaching experiences where appropriate to inform the writing or activity.
  + Meets all the requirements of the assignment.
  + Is thoughtful.
  + Provides some details and examples to support the assignment.
  + Very few errors in grammar, punctuation, spelling, or APA citations.
* 70-79%: C
  + Use readings, classroom discussions, and teaching experience where appropriate to inform the writing or activity.
  + Meets all the requirements of the assignment.
  + Attempts to engage with the purposes of the assignment
  + Provides some details and examples to support the assignment.
  + Few errors in grammar, punctuation, spelling, or APA citations.
* 60-69%: D
  + Makes vague or inappropriate references to relevant readings, class discussions, and teaching experiences to inform the writing or activity.
  + Does not meet all requirements of the assignment.
  + Limited attempt to provide details and examples to support the assignment.
  + Many errors in grammar, punctuation, spelling, or APA citations.

### Make-Up Policy

If you are unsatisfied with your grade (e.g., under 80% for reasons other than APA and mechanics), you may request a grade revision using the following protocol:

* Wait 24 hours after receiving the grade.
* Read the feedback.
* Meet with the professor to devise a plan and set a new due date.
  + It is up to the professor if they allow you to proceed.

You can receive up to half credit for your submission based on the initial grade (e.g., if you got a 70 on a 100-point assignment, that means there are 30 points you missed. You can receive up to 15 points.) You may request a revision until one week after the initial due date.

### Late Assignments (from Dr. Tierney Hinman):

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:

Open communication is an absolute must for your success in this class. Please communicate early and clearly when situations arise. I am always available by email or Zoom for meetings, and you can text or call if the problem is an absolute emergency.

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| Assignments |

### 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 (1pm) 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 on DATE.
3. *Inquiry Project (60 points):* During the second half of the course, you’ll join an inquiry group to explore a problem of practice in language and literacy teaching in the content areas that interests you and your group members. Over the semester, you will meet 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 DATE. There will be several different tasks you’ll need to complete this project, which are due on the following days:

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

1. *Course Text Scrapbook (18 points):* This assignment will require you to fully and thoughtfully read/view key texts throughout 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: DATE, DATE, and DATE.
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 DATE.

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| 1. ***TENTATIVE SCHEDULE*** |

**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 19** | Establishing a Community of Learning |
| **August 26** | Exploring the Concept of Literacy |
| **Unit 2: How does your positionality and history with literacy influence how you think about teaching literacy?** | |
| **September 9** | The History of Language & Literacy in U.S. Communities and Schools |
| **September 16** | 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 23** | An Introduction to Approaches to Literacy Instruction in the Content Areas |
| **September 30** | Theoretical Frameworks for Content Area Literacy |
| **October 7** | Content Area Literacy Theories in Practice |
| **October 14** | 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 areas?** | |
| **October 21** | Theoretical Frameworks for Disciplinary Literacy |
| **October 28** | Literacy and Language Within and Across the Disciplines |
| **November 4** | Disciplinary Literacy Theories in Practice |
| **November 11** | Considerations for Equitable Disciplinary Literacy Instruction with Culturally and Linguistically Diverse Students |
| **November 18** | Balancing Content Area Literacy, Disciplinary Literacy, and Content Instruction |
| **Thanksgiving Break November 25-November 29** | |
| **Unit 5: Despite the instructional approach, how might we design more equitable and responsive literacy instruction?** | |
| **December 2** | Collaborative Inquiry Group Workshop |
| **Exam Week** | Collaborative Inquiry Group Roundtable Presentations; Reflection Letters Due (11:59 PM CST) |

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| University and College Policies |

### 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
* 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
* Religious holidays.

Submission of all appropriate documentation for all excused absences is required no later than one week after the absence. After this timeframe, the absence will be marked unexcused. The student is responsible for initiating communication of any absence and providing appropriate documentation within the stated timeframe for the absence to be considered excused. When feasible, you must notify the instructor before any excused absences, but such notification shall not occur more than one week after the absence. See the Student Policy eHandbook for more information on absences. Students who wish to have an excused absence from this class for an additional reason must contact the instructor before the absence (not on the class day) to request permission. The instructor will weigh the merits of the request and render a decision.

### *Withdrawal Policy:*

Students may withdraw without penalty until the fifteenth class day, and until mid-semester (though a W will appear on the transcript if the student withdraws between the 16th and 36th class date).

NOTE: Students who withdraw between the sixth and fifteenth class day will pay a course drop fee of $100.

### *Student eHandbook:*

Please refer to [the Student eHandbook](http://www.auburn.edu/student_info/student_policies/for) for all AU student policies.

### *Classroom Behavior:*

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

### *Accommodations:*

Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. You must provide a copy of your Accommodation Memo and an Instructor Verification Form. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

To promote equitable access for all colleagues, accessibility principles must be followed for all deliverables submitted online:

* Tables must have header rows.
* Links must be accessible for those with screen readers; essentially, it should lead to the website and the link itself should list what it is (e.g., please visit the [Auburn University Office of Accessibility](https://accessibility.auburn.edu/) main website for details. The link says where you go when you click)
* Pictures should have alternate text.
* Please use headings as appropriate (part of the menu/ribbon on most document processing software).
* Videos should have closed captioning.
* Audio recordings should have transcripts.
* When accenting text, please use two of the three acceptable styles: underline, bold, italicized.
* Items in a list should be in bullet or numbered form.

### *Writing Center:*

The Miller Writing Center provides free support on any writing you do at Auburn, whether for a course or not. Trained consultants can work with you as you plan, draft, and revise your writing. For students in distance courses and Students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the [Miller Writing Center website](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 .](about:blank)

### *Artificial Intelligence (AI)*

In this course, students are encouraged to use Generative AI Tools like ChatGPT or Copilot to support their work in **generating ideas or for minor wording and organizational support only**. To maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it, 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 (PIIDZE), 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].” Please provide a link to the conversation as well.

### *Mental Health:*

If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or [on the Auburn Cares website.](http://auburn.edu/auburncares) Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus [through the Student Counseling link](http://auburn.edu/scps).

### *Basic Needs:*

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or the [Auburn Cares website](https://auburn.edu/auburncares) for resources and support.

### *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.

### *Title IX:*

Auburn University is committed to providing an environment free from discrimination and harassment based on a protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please visit: [the Auburn University Title IX website.](http://auburn.edu/administration/aaeeo/title-ix/)

### *Sexual Misconduct Statement*

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at [Auburn's Title IX website.](http://auburn.edu/titleix).

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit [the Safe Harbor website](http://auburn.edu/safeharbor).

### *Professionalism:*

Faculty, staff, and students in professional settings must 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
* Model and nurture intellectual vitality

In this course, you are to act professionally. The expectation is that you will demonstrate the following qualities, on your own account and with integrity (that is, without supervision or regulation):

* Responsibility, dependability, punctuality
* Competence, care, and commitment to students’ and personal development
* Reflectivity and self-evaluation
* Continuous dedication to exceeding the expectation
* Respect of others and their beliefs
* Fluent, appropriate, respectful, and grammatically correct oral and written communication
  + This includes checking your email and Canvas for updates on a consistent basis.
* Implementation of feedback from others’ evaluations of your performance

### *Changes to the Syllabus*

As educators become acquainted with their students' backgrounds, strengths, needs, and knowledge, they decide how best to teach to that audience. The instructor of this course will make changes to the syllabus as needed during the semester. ***All changes will be communicated to students through Canvas, university email, or during class.***