LANGUAGE & LITERACY IN THE CONTENT AREAS

CTRD 6006

AUBURN UNIVERSITY



Department: Curriculum & Teaching

Program: Reading

Course Title: Language & Literacy in the Content Areas

Course Credit: 3 hours

Semester: Spring 2021

Instructor: Dr. Tierney Hinman

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Office Hours: Tuesdays & 9-10 AM CST/Appointment

Schedule: Asynchronous/Synchronous Online

Synchronous Meetings: TBD

Prerequisites: N/A

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| 1. ***COURSE DESCRIPTION*** |

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

**Texts:**

* Brozo, W. G. (2017). *Disciplinary and content literacy for today’s adolescents: Honoring diversity and building competence* (6th ed.). The Guilford Press.
* Muhammad, G. E. (2020*). Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic Teaching Resources.

*Ph.D. Students Only:*

* Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.
* Kinloch, V., Burkhard, T., & Penn, C. (Eds.). (2019). *Race, justice, and activism in literacy instruction*. Teachers College Press.

Additional course readings will be made available through Canvas and can be accessed in the module for which the reading is assigned.

**Course Objectives:** Course objectives include a subset of key indicators from the Alabama Core Teaching Standards (290-3-3-.03), Reading Specialist standards (290-3-3-.45.01), 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.

Reading Specialist (Grades P-12)

(3)(a)1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategies knowledge, and reading-writing connection.

(3)(b)2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

(3)(b)3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

(3)(d)1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

(3)(d)2 Use a literacy program and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

(3)(d)3 Develop and implement strategies to advocate for equity.

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| 1. ***DIVERSITY & INCLUSION*** |

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs and wellbeing be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a strength and a resource. It is my intent to engage us in materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

*Names and Pronouns:* Many people might go by a name in daily life that is different from their legal name. In this course, we will refer to people by the names that they go by. Pronouns are a way to affirm someone’s identity. They are simply a public way in which people are referred to in place of their name (e.g. “he” or “she” or “they” or “ze” or something else). In this class, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

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| 1. ***COURSE EXPECTATIONS*** |

Expectations:

* Actively and thoughtfully participate in all asynchronous and synchronous class activities.
* Complete all assigned readings.
* Complete all tasks assigned on Canvas.
* Maintain a professional presence in the online environment for this course.
* Frequently check the course website for updates, email, and assignments.

Attendance & Participation: Class content and processes related to literacy, language, and inquiry are based on social interaction, applications of cooperative learning activities, shared reader responses, and collaboration. Due to the participatory nature of learning experiences in this class, students are expected to have an ACTIVE online presence and adhere to all course requirements explained in class policies.

Assigned Readings: All assigned texts and course materials will be available in Canvas course modules for this class. 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.

Tasks: Class tasks are listed in weekly overviews and can be accessed under each module for which the task is assigned. ALL tasks are expected to be completed and will impact evaluations, including for collaborative inquiry group work and your thought analysis map (see Major Graded Assignments).

Grading Policy:

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| Letter | Percent | Points |
| A | 100% - 90% | 118 - 106 |
| B | 89% - 80% | 105 - 94 |
| C | 79% - 70% | 93 - 83 |
| D | 69% - 60% | 82 - 71 |
| F | <60% | <71 |

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.

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 modules.

1. *Collaborative Inquiry Groups (18 points):* Within the first few weeks of the course, you’ll be joining an inquiry group with the purpose of exploring a problem of practice in language and literacy teaching and learning. During our 4 synchronous meetings, you’ll be meeting with this group to discuss your reflections and actions around that problem of practice. We will meet synchronously every two weeks on: TBD. As a member of your collaborative inquiry group, you will be evaluated through two components: attendance/participation and a collaboratively-developed epistemic map.
   1. *Attendance and Participation (8 points):* As part of your collaborate inquiry group, you are expected to attend each meeting and thoughtfully contribute to group dialogue. Participation also includes completing assigned tasks in preparation for meetings and writing reports summarizing your collaborative inquiry group’s work each meeting.
   2. *Epistemic Map (10 points):* Using an analytical approach to examine your reflective journals and inquiry group discussions, you will collaboratively construct a digital map of your thinking to critically examine how your positionality and experiences have impacted your group’s thinking about your problem of practice in language and literacy, including how ideas may have shifted, expanded, and contracted over the course of the semester. Due 3/29.
2. *Reflective Journals (20 points):* Over the course of the semester, you’ll be writing monthly reflective journals critically examining issues in language and literacy instruction from readings, class discussions, and collaborative inquiry group work. You will also be required to read and respond to the journal entries of members of your inquiry group and revise your own writing based on new and expanded thinking. Journal entries will be due 1/25, 2/22, 3/15 and 4/5. Responses and revisions will be due the following weeks on 2/1, 3/1, 3/22, and 4/12.
3. *Local Literacies Investigative Project (30 points):* (Final assessment of the advanced technology standards)
   1. *Positionality Map (8 points):* This assignment will require that you investigate and reflect on your own literacy experiences at home, at school, and in the community. You will reflect on the emotional, physical, and cognitive qualities of these experiences and consider what they communicate about your positionality in teaching and learning literacy. Due 2/8.
   2. *Community Literacies Map (14 points):* This assignment will require you to investigate the locations of your students’ community and cultural wealth for literacy learning. You will examine the emotional, physical, and cognitive qualities of these spaces. Due 2/15.
   3. *Critical Reflection (8 points):* This assignment will require you to return to your Positionality and Community Literacies Maps to reflect on the location of literacy learning experiences (emotionally, physically, cognitively) for you and your students. You will consider how your positionality in these spaces might compare to the positionalities of students you are or will be teaching and examine what this might mean for planning and implementing literacy instruction in your content area. Due 2/22.
4. *Problems of Practice Paper (25 points):* Based on the inquiry process you applied to a problem of practice in language and literacy teaching and learning, you will write a 1,500-2,000 word practitioner piece for classroom teachers. This piece will position the problem of practice within existing literature on the issue; examine your inquiry process; and make recommendations regarding tools, processes, or strategies for addressing the problem of practice in K-12 or adult learning settings. Due 4/19.
5. *Visioning Paper (25 points):* Drawing on reflections, discussions, and actions in which you engaged during the inquiry process, you will write a 3-4 page meta-reflection that grounds your personal experience, beliefs, and assumptions in educational theory about literacy teaching and learning. You will also include a description of what this experience means for how you envision literacy instruction in your future classroom (or other educational setting). Due 4/30.
6. *For PhD Students Only: Purpose Statement + Literature Review/Annotated Bibliographies (50 points):* In place of the Problems of Practice and Visioning Papers, PhD students will write a purpose statement and literature review OR annotated bibliographies based on their problem of practice and research interest. Topics will be negotiated with the course instructor. The assignment will require in-depth reading and analysis of a selection of peer-reviewed research articles on the chosen topic. Due 4/26.

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

**\*Please note that this is a tentative summary of the schedule and topics/assignment due dates may change during the semester. Follow the assignments on the weekly modules provided in Canvas.**

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| **Module** | **Topic** | **Open Date** | **Due Date** |
| **Week 1** | The Habits of Mind of Critical & Responsive Literacy Teaching | January 11th | January 19th |
| **Week 2** | The History of Language & Literacy in U.S. Communities and Schools | January 19th | January 25th |
| **Week 3** | Problems of Practice in Language & Literacy: Surfacing Beliefs, Assumptions, and Tensions  \*Reflective Journal #1 Due | January 25th | February 1st |
| **Week 4** | The Inquiry Process: Texts, Content, & Students  \*Reflective Journal Response #1 Due | February 1st | February 8th |
| **Week 5** | The Inquiry Process: Issues of Social Justice & Equity  \*Positionality Map Due | February 8th | February 15th |
| **Week 6** | Theoretical & Practical Frameworks for Content Area Reading  \*Community Literacies Map Due | February 15th | February 22nd |
| **Week 7** | Theoretical & Practical Frameworks for Content Area Reading  \*Reflective Journal # 2 Due  \*Critical Reflection Due (Local Literacies) | February 22nd | March 1st |
| **Week 8** | Theoretical & Practical Frameworks for Disciplinary Literacy  \*Reflective Journal Response #3 Due | March 1st | March 8th |
| **Week 9** | Theoretical & Practical Frameworks for Disciplinary Literacy | March 8th | March 15th |
| **Week 10** | Literacy and Knowledge Production & Sharing in the Disciplines  \*Reflective Journal #3 Due | March 15th | March 22nd |
| **Week 11** | Disciplinary Literacy Across the Grade Levels  \*Reflective Journal Response #3 Due | March 22nd | March 29th |
| **Week 12** | The Language of the Experts  \*Epistemic Map Due | March 29th | April 5th |
| **Week 13** | Rethinking Literacy Education for Social Justice  \*Reflective Journal #4 Due | April 5th | April 12th |
| **Week 14** | Balancing Content Area Reading Strategies, Disciplinary Literacy, and Content  \*Reflective Journal Response #4 Due | April 12th | April 19th |
| **Week 15** | Teachers as Experts  \*Problems of Practice Paper Due |  | April 19th |
| **Final Exam** | \* Problem Statement + Literature Review/Annotated Bibliographies (PhD Students) Due  \*Visioning Paper Due |  | April 26th  April 30th |

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| 1. ***UNIVERSITY AND COLLEGE POLICIES*** |

Participation:

Students are expected to participate in all asynchronous and synchronous tasks, activities, and assignments. Most assignments will be due on a weekly basis, so you will need to log in and participate each week. There will be 3-4 required synchronous meetings. The dates and times for these meetings will be announced during Week 2 to give you as much time as possible to arrange your schedule. It is the student’s responsibility to contact the instructor if expectations, including deadlines, cannot be met. The student is responsible for initiating arrangements for missed synchronous meetings or submitting missed work.

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.

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](mailto: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.