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: Spring 2023

Instructor: Dr. Tierney Hinman

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Office: Haley 5076

Office Hours: Tuesdays 11AM-12PM

Schedule: Monday/Wednesday/Friday

10:00-10:50AM

Haley 2435

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:**

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 (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. ***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:**

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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| 1. ***GRADING*** |

**Grading Policy:**

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| Letter | Percent | Points |
| A | 100% - 90% | 122 - 110 |
| B | 89% - 80% | 109 - 98 |
| C | 79% - 70% | 97– 85 |
| D | 69% - 60% | 84 - 73 |
| F | <60% | <73 |

**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*** |

**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.

1. *Active Learning (15 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). There are 15 weeks of class and you earn up to a point each week for participation and attendance.
2. *Local Literacies Investigative Project (20 points):* (Final assessment of the advanced technology standards)*:* This assignment will require that you interrogate your own literacy experiences at home, at school, and in the community you are likely to serve as a teacher. You will compare what these experiences communicate about your own ideologies and positionalities on teaching and learning literacy with those of the students you will serve. You will reflect on what this might mean for planning and implementing literacy instruction in your content area. Your video reflection will be due 2/3.
3. *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 20-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. 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. You will present your mini-lesson with your group on 2/17, 2/20, 2/22, 2/24, 2/27, 3/1, or 3/3.
4. *Inquiry Project Poster (30 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 gallery walk format on 4/21.
5. *Problem of Practice Reflection Letter (25 points):* Based on the inquiry project on a problem of practice in language and literacy teaching in the content areas, you will write a 2-3 page letter to me reflecting on the inquiry process, your problem of practice, and what you learned about instructional decision-making. Your letter will need to integrate into your reflection a description of your ideology, positionality, and knowledge of community literacies in considering how you might address your problem of practice in your future classroom. Your letter will be due 4/28.

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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** | | **Assigned Reading** |
| **HOW ARE WE GOING TO BUILD AN INCLUSVE, ACTIVE, AND EQUITABLE COMMUNITY FOR LEARNING THIS TERM?** | | |
| **January 12** | Establishing a Community of Learning (No Class Meeting) |  |
| **January 17** | No Class – University Holiday |  |
| **January 19** | The Habits of Mind of Critical and Responsive Literacy Teaching |  |
| **HOW DOES YOUR POSITIONALITY AND HISTORY WITH LITERACY INFLUENCE HOW YOU THINK ABOUT TEACHING LITERACY?** | | |
| **January 24** | The History of Language & Literacy in U.S. Communities and Schools | * Cultural Conflicts in Classroom Practices |
| **January 26** | The History of Language & Literacy in U.S. Communities and Schools | * Article of choice |
| **January 31** | The Role of Positionality in Shaping Beliefs and Assumptions about Literacy Practice | * How Does your Positionality Bias Your Epistemology? |
| **February 2** | The Role of Positionality in Shaping Beliefs and Assumptions about Literacy Practice | * The Danger of a Single Story |
| **HOW MIGHT WE TEACH LITERACY TO SUPPORT STUDENT COMPREHENSION OF CONTENT AREA MATERIALS?** | | |
| **February 7** | An Introduction to Approaches to Literacy Instruction in the Content Areas | * Content Area and Disciplinary Literacy |
| **February 9** | An Introduction to Approaches to Literacy Instruction in the Content Areas | * Content Area Literacy vs Disciplinary Literacy Minilecture |
| **February 14** | Theoretical Frameworks for Content Area Literacy | * The Cognitive View |
| **February 16** | Theoretical Frameworks for Content Area Literacy |  |
| **February 21** | Content Area Literacy Theories in Practice | * Instructional Strategies for Content Area Reading Instruction |
| **February 23** | Content Area Literacy Theories in Practice | * An Instructional Framework to Support Content and Language Learning |
| **February 28** | Considerations for Equitable Content Area Literacy Instruction with Culturally and Linguistically Diverse Students | * Targeting Content Area Literacy Instruction to Meet the Needs of Adolescent English Secondary Students |
| **March 2** | Considerations for Equitable Content Area Literacy Instruction with Culturally and Linguistically Diverse Students | * Self-Questioning Strategy Routine to Enhance Reading Comprehension Among Secondary Students |
| **HOW MIGHT WE TEACH LITERACY TO SUPPORT STUDENT UNDERSTANDING AND APPLICATION OF LITERACY COMMUNITY PRACTICES IN THE CONTENT AREA?** | | |
| **March 7** | Spring Break – No Class |  |
| **March 9** | Spring Break – No Class |  |
| **March 14** | Theoretical Frameworks for Disciplinary Literacy | * Disciplinary Literacy: Adapt Not Adopt |
| **March 16** | Theoretical Frameworks for Disciplinary Literacy | * A Social Constructivist Perspective |
| **March 21** | Literacy Within and Across the Disciplines | * The Case for Disciplinary Literacy |
| **March 23** | Literacy Within and Across the Disciplines | * Choice article from discipline |
| **March 28** | Disciplinary Literacy Theories in Practice | * Why English Class is Silencing Students of Color |
| **March 30** | Disciplinary Literacy Theories in Practice | * Choice texts from discipline |
| **April 4** | Considerations for Equitable Disciplinary Literacy Instruction with Culturally and Linguistically Diverse Students | * Unpacking the Invisible Backpack |
| **April 6** | Considerations for Equitable Disciplinary Literacy Instruction with Culturally and Linguistically Diverse Students | * Choice of article from discipline |
| **HOW MIGHT WE DESIGN MORE EQUITABLE AND RESPONSIVE LITERACY INSTRUCTION?** | | |
| **April 11** | Balancing Content Area Literacy, Disciplinary Literacy, and Content Instruction | * Customizing Literacy Practices |
| **April 13** | Balancing Content Area Literacy, Disciplinary Literacy, and Content Instruction |  |
| **April 18** | Attending to Community Practices in Literacy | * Choice of article from discipline |
| **April 20** | Attending to Community Practices in Literacy |  |
| **HOW DO YOU ENVISION TEACHING LITERACY IN YOUR CONTENT AREA?** | | |
| **April 25** | No Class – Problems of Practice Paper Draft |  |
| **April 27** | Rethinking Literacy Instruction for Social Justice |  |
| **May 2** | No Class – Problems of Practice Paper Due |  |

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

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.

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.