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: Summer 2021

Instructor: Dr. Tierney Hinman

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Office: Haley 5076

Office Hours: By Appointment

Schedule: Asynchronous/Synchronous Online

 Tuesdays/Thursdays 1-3:50 PM

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:**

* Ippolito, J., Dobbs, C. L., Charner-Laird, M. (2019). *Disciplinary Literacy Inquiry and Instruction*. Learning Sciences International.

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), 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.

Reading Specialist (Grades P-12)

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***
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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***
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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.

Grading Policy:

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| Letter | Percent | Points |
| A | 100% - 90% | 107 - 96 |
| B | 89% - 80% | 95 - 85 |
| C | 79% - 70% | 84 - 74 |
| D | 69% - 60% | 73 - 64 |
| F | <60% | <64 |

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.

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. *Synchronous and Asynchronous Class Participation (18 points):* As a member of this course community, you are expected to attend each synchronous class meeting and contribute thoughtfully to group dialogue (8 points). Each asynchronous Canvas module also contains small tasks you are expected to complete (10 points). This term, we will be meeting synchronously on the following dates:

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| **Meeting Date** | **Meeting Time** |
| June 3 | 1:00 and 3:50 PM CST |
| June 24 | 1:00 and 3:50 PM CST |
| July 8 | 1:00 and 3:50 PM CST |
| July 22 | 1:00 and 3:50 PM CST |

1. *Collaborative Inquiry Groups (20 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. You will be meeting with this group to discuss your reflections and actions around that problem of practice four times over the term. You are required to attend these collaborative inquiry group meetings. You and your group will record your meeting sessions and complete all assigned tasks. This term, you will be meeting on the following dates for at least an hour during the times reserved for class.

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| **Meeting Date** | **Meeting Time** |
| June 8 | Between 1:00 and 3:50 PM CST |
| June 29 | Between 1:00 and 3:50 PM CST |
| July 13 | Between 1:00 and 3:50 PM CST |
| July 27 | Between 1:00 and 3:50 PM CST |

1. *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 6/8, 6/12, 7/6, and 7/20. Responses and revisions will be due the following weeks on 6/15, 6/29, 7/13, and 7/27.

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| **Journal**  | **Reflection Due**  | **Peer Response Due**  |
| 1 | 6/8 | 6/15 |
| 2 | 6/22 | 6/29 |
| 3 | 7/6 | 7/13 |
| 4 | 7/20 | 7/27 |

1. *Local Literacies Investigative Project (24 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 and compare what these experiences communicate about your own positionality in teaching and learning literacy with those of the students you serve/will serve. You will reflect on what this might mean for planning and implementing literacy instruction in your content area. Due 6/15.
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 7/27.
3. *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 3-4 page paper describing how reflection, action, and collaborative inquiry informed your decision-making. This paper should draw both on educational theory and personal reflection and experience. Due 8/4.

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| 1. ***TENTATIVE SCHEDULE***
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**\*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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| **Inquiry Unit** |
| **HOW ARE WE GOING TO BUILD AN INCLUSVE, ACTIVE, AND EQUITABLE COMMUNITY FOR LEARNING THIS TERM?** |
| Module 1 | The Habits of Mind of Critical and Responsive Literacy Teaching | **Due 5/25** |
| **HOW HAS LITERACY BEEN TAUGHT BEFORE AND WHY DOES IT MATTER IN THE CONTENT AREAS?** |
| Module 2 | The History of Language & Literacy in U.S. Communities and Schools | **Due 6/1** |
| Module 3 | An Introduction to Approaches to Literacy Instruction in the Content Areas |
| **HOW DOES YOUR POSITIONALITY AND HISTORY WITH LITERACY INFLUENCE HOW YOU THINK ABOUT TEACHING LITERACY?** |
| Module 4 | The Role of Positionality in Shaping Beliefs and Assumptions about Literacy Practice | **Due 6/8** |
| Module 5 | Surfacing Tensions Around Literacy Instruction in the Content Areas |
| **HOW MIGHT WE TEACH LITERACY TO SUPPORT STUDENT COMPREHENSION OF CONTENT AREA MATERIALS?** |
| Module 6 | Theoretical Frameworks for Content Area Literacy | **Due 6/15** |
| Module 7 | Content Area Literacy Theories in Practice: Part 1 |
| Module 8 | Content Area Literacy Theories in Practice: Part 2 | **Due 6/22** |
| Module 9 | Considerations for Equitable Content Area Literacy Instruction with Culturally and Linguistically Diverse Students |
| **HOW MIGHT WE TEACH LITERACY TO SUPPORT STUDENT UNDERSTANDING AND APPLICATION OF LITERACY COMMUNITY PRACTICES IN THE CONTENT AREA?** |
| Module 10 | Theoretical Frameworks for Disciplinary Literacy | **Due 6/29** |
| Module 11 | Disciplinary Literacy Within and Across the Disciplines |
| Module 12 | Teaching for Academic Language | **Due 7/6** |
| Module 13 | Disciplinary Literacy Theories in Practice: Part 1 |
| Module 14 | Disciplinary Literacy Theories in Practice: Part 2 | **Due 7/13** |
| Module 15 | Considerations for Equitable Disciplinary Literacy Instruction with Culturally and Linguistically Diverse Students |
| **DESPITE THE INSTRUCTIONAL APPROACH, HOW MIGHT WE DESIGN MORE EQUITABLE AND RESPONSIVE LITERACY INSTRUCTION?** |
| Module 16 | Balancing Content Area Literacy, Disciplinary Literacy, and Content Instruction | **Due 7/20** |
| Module 17 | Attending to Community Practices in Literacy |
| Module 18 | Integrating Community Literacy Practices in Content Area Instruction: Part 1 | **Due 7/27** |
| Module 19 | Integrating Community Literacy Practices in Content Area Instruction Part 2 |
| **HOW DO YOU ENVISION TEACHING LITERACY IN YOUR CONTENT AREA?** |
| Module 20 | Rethinking Literacy Instruction for Social Justice | **Due 7/30** |

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| 1. ***UNIVERSITY AND COLLEGE POLICIES***
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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 34 required synchronous meetings and 4 required collaborative inquiry group meetings. The dates and times for these meetings are provided under Major Assignments. 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 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.