LANGUAGE & LITERACY IN THE CONTENT AREAS

CTRD 6000

AUBURN UNIVERSITY



Department: Curriculum & Teaching

Program: Reading

Course Title: Language & Literacy in the Content Areas

Course Credit: 3 hours

Semester: Summer 2023

Instructor: Dr. Tierney Hinman

Email: tbh0028@auburn.edu

Phone: (334) 844-4471

Office: Haley 5076

Office Hours: By Appointment

Schedule: Asynchronous/Synchronous Online

 Tuesdays/Thursdays 1:00-3:15 PM

Prerequisites: N/A

|  |
| --- |
| 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:**

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

**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 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)(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.

|  |
| --- |
| 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.

|  |
| --- |
| 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 mean 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.

|  |
| --- |
| 1. ***GRADING***
 |

**Grading Policy:**

|  |  |  |
| --- | --- | --- |
| Letter | Percent | Points |
| A | 100% - 90% | 96 - 86 |
| B | 89% - 80% | 85 – 77 |
| C | 79% - 70% | 76 – 67 |
| D | 69% - 60% | 67 – 58 |
| F | <60% | <58 |

**Late Assignments:**

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.

|  |
| --- |
| 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. *Synchronous and Asynchronous Class Participation (25 points):* As a member of this course community, you are expected to attend each synchronous class meeting and contribute thoughtfully to group dialogue (15 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:

|  |  |
| --- | --- |
| **Meeting Date** | **Meeting Time** |
| 6/6 | 1:00 – 3:15 PM CST |
| 6/27 | 1:00 – 3:15 PM CST |
| 7/18 | 1:00 – 3:15 PM CST |

1. *Collaborative Inquiry Groups (15 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 time indicated.

|  |  |
| --- | --- |
| **Meeting Date** | **Meeting Time** |
| 6/8 | 1:00 – 2:00 PM CST |
| 6/29 | 1:00 – 2:00 PM CST |
| 7/20 | 1:00 – 2:00 PM CST |

1. *Reflective Journals (15 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 6/6, 6/27, and 7/18. Responses and revisions will be due 6/20, 7/11, and 7/27.

|  |  |  |
| --- | --- | --- |
| **Journal**  | **Reflection Due**  | **Peer Response Due**  |
| 1 | 6/6 | 6/20 |
| 2 | 6/27  | 7/11 |
| 3 | 7/18 | 7/27 |

1. *Local Literacies Investigative Project (16 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 7/11.
2. *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 8/2.

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

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. 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. Follow the assignments on the weekly modules provided in Canvas.**

|  |
| --- |
| **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 5/23** |
| **HOW DOES YOUR HISTORY WITH LITERACY INFLUENCE HOW YOU THINK ABOUT TEACHING LITERACY?** |
| Module 2 | The History of Language & Literacy in U.S. Communities and Schools | **Due 5/30** |
| Module 3 | An Introduction to Approaches to Literacy Instruction in the Content Areas |
| Module 4 | The Role of Positionality in Shaping Beliefs and Assumptions about Literacy Practice | **Due 6/6** |
| Module 5 | Surfacing Tensions Around Literacy Instruction in the Content Areas |
|  | **Synchronous Class #1 (1:00 – 3:15 PM CST)** | **6/6** |
|  | **Collaborative Inquiry Group Meeting #1 (1:00 – 2:00 CST)** | **6/8** |
| **HOW MIGHT WE TEACH LITERACY TO SUPPORT STUDENT COMPREHENSION OF CONTENT AREA MATERIALS?** |
| Module 6 | Theoretical Frameworks for Content Area Literacy | **Due 6/20** |
| Module 7 | Content Area Literacy Theories in Practice: Part 1 |
| Module 8 | Content Area Literacy Theories in Practice: Part 2 | **Due 6/27** |
| Module 9 | Considerations for Equitable Content Area Literacy Instruction with Culturally and Linguistically Diverse Students |
|  | **Synchronous Class #2 (1:00 – 3:15 PM CST)** | **6/27** |
|  | **Collaborative Inquiry Group Meeting #2 (1:00 – 2:00 PM CST)** | **6/29** |
| **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 7/11** |
| Module 11 | Disciplinary Literacy Theories in Practice: Part 1 |
| Module 12 | Disciplinary Literacy Theories in Practice: Part 2 | **Due 7/18** |
| Module 13 | Considerations for Equitable Disciplinary Literacy Instruction with Culturally and Linguistically Diverse Students |
|  | **Synchronous Class #3 (1:00 – 3:15 PM CST)** | **7/18** |
|  | **Collaborative Inquiry Group Meeting #3 (1:00 – 2:00 PM CST)** | **7/20** |
| **DESPITE THE INSTRUCTIONAL APPROACH, HOW MIGHT WE DESIGN MORE EQUITABLE AND RESPONSIVE LITERACY INSTRUCTION?** |
| Module 14 | Balancing Content Area Literacy, Disciplinary Literacy, and Content Instruction | **Due 7/27** |
| **HOW DO YOU ENVISION TEACHING LITERACY IN YOUR CONTENT AREA?** |
| Module 15 | Rethinking Literacy Instruction for Social Justice | **Due 8/2** |

|  |
| --- |
| 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 4 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.