

CAL POLY SCHOOL OF EDUCATION (SOE)

<b>Course Number &amp; Title:</b> ENGL 416: Literacy, Language, and Culture in Content Area Classrooms <b>3 units</b>		<b>Term &amp; Year:</b> Winter 2018		
<b>Instructor:</b>	<b>Office Location:</b> _____	<b>Phone:</b> _____		
<b>Class Location &amp; Time:</b>	<b>Office Hours:</b> _____	<b>Email:</b> _____		
<b>Course Description:</b> This course explores theories and applications of literacy learning, assessment and second language acquisition in content classrooms. Observation of classrooms, adapting lessons for English language learners, designing and teaching literacy lessons, and planning and implementing assessments across content areas are all required in this course, as well as the recognition of the role of culture in language acquisition. 3 lectures.				
<b>COURSE LEARNING OUTCOMES. Students will know, understand, and be able to:</b>	<b>Assessment</b>	<b>SOE Learning Outcome</b>	<b>University Learning Objective</b>	<b>University Diversity Learning Objectives</b>
1. Develop an integrated view of literacy instruction, which is aligned with the Common Core State Standards. Teach organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns within the context of each TC's content area discipline.	Close reading teaching demonstration Comprehension strategy teaching and reflection	1 & 2	1 & 2	3
2. Use strategies for promoting the transfer of primary language reading skills into English language reading skills. Address the needs of students with varied reading levels and language backgrounds, including English language learners, students with reading difficulties, and students who are proficient readers.	Close reading teaching demonstration Comprehension strategy teaching and reflection Diverse text assignment (in class)	1, 2, 3 & 5	1, 2, 4, 5, & 6	1, 2 & 3
3. Teach comprehension skills by (a) using strategies for developing students' background knowledge and academic language and (b) providing explicit instruction in strategies such as analysis of text structure, summarizing, questioning, and making inferences.	Close reading teaching demonstration Comprehension strategy teaching and reflection Lesson planning Text Analysis assignment	1, 2, 3, & 4	1, 2, & 6	1, 2 & 3
4. Use diagnostic assessment strategies for individualized and content-based reading instruction. Develop authentic formative and summative assessments and rubrics that (a) involve multiple sources and opportunities, (b) are linked to learning objectives and standards, and (c) are used to inform instructional practice.	Close reading teaching demonstration Literacy assessments	2 & 4	1, 2, & 6	2 & 3
5. Promote the use of oral and written language in a variety of formal and informal settings.	In-class activities, student teaching experiences	2, 3, 4 & 5	1, 2, 3, 4, 5, & 6	1, 2, 3, & 4
6. Understand and explain how students learn to read and how the phonological and morphological structures of the language contribute to this process.	In-class activities Comprehension strategy teaching and reflection	2 & 4	1, 2, & 3	2 & 3
7. Demonstrate professionalism related to secondary reading and language arts, including knowledge of professional organizations, journals, and other resources.	Class discussions Professional organization investigation assignment	1, 3, 5, & 6	2, 4, 6, & 7	1, 2, & 4

<p><b>SOE Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Be qualified, competent, and caring professional educators</li> <li>2. Integrate principles and practices of professional fields to support student learning</li> <li>3. Engage in cross-disciplinary and collaborative practices</li> <li>4. Demonstrate authentic assessments</li> <li>5. Effect sustainable communities in a multicultural environment</li> <li>6. Engage in professional practices</li> </ol> <p>Note: Full text near end of syllabus</p>	<p><b>University Learning Objectives*. Graduates are able to...</b></p> <ol style="list-style-type: none"> <li>1. Think critically and creatively</li> <li>2. Communicate effectively</li> <li>3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology</li> <li>4. Work productively as individual and in groups</li> <li>5. Use knowledge/skills to make positive contribution to society</li> <li>6. Make reasoned decision based on understanding of ethics, respect for diversity, and awareness of sustainability issues</li> <li>7. Engage in lifelong learning. *abridged</li> </ol>	<p><b>University Diversity Learning Objectives*:</b></p> <ol style="list-style-type: none"> <li>1. See relationships among diversity, inequality, and social, economic, and political power</li> <li>2. Know contributions from diverse/under-represented groups</li> <li>3. Consider views of diverse groups when making decisions</li> <li>4. Live/work with others who differ</li> </ol> <p>*abridged</p>
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**Course Requirements/Grading Criteria:**

1. **Attendance/Punctuality & Participation | 100 points** - Punctuality and regular attendance in class, as well as full participation in each session, are required, and demonstrate your commitment to the education field. Your understanding of the content and your participation in course activities with your peers are vital to your on-going learning. *Five points will be deducted for each hour or portion of an hour missed\* Five points* will also be deducted when students are on cell phones or on the Internet during class time, rather than being engaged in class discussions and learning. Any student who misses 20% or more of class time shall receive either a *failing* grade or an “INC” grade (incomplete) at the discretion of the instructor and consistent with the policies outlined in the Cal Poly catalog.
2. **Engaging with Course Reading Exercises | 5 points each/ 50 points | See syllabus for due dates** - A large component of this course involves not only completing the course reading assignments, but also engaging and grappling with this new material. To prepare you to fully participate in class, you will be assigned a variety of exercises to complete for each class session related to the assigned reading. You will need to be **present** in class to receive credit for these exercises.
3. **Professional Organization Investigation | 50 points | Online Class Assignment- Due by Session 6** - Explore the national organization in your discipline. What does the organization say about the role literacy plays in your discipline? Do they have a position statement in literacy? How does your particular organization define literacy and text usage? What is the discussion around the common core standards?
4. **Midterm Exam | 100 points | Week 6** - The midterm exam consists of short-answer and essay questions.
5. **Close Reading lesson plan | 75 points | Due Week 9** - For this assignment, you will be creating a short close reading lesson (no more than 15-20 minutes) for students who are not experts in reading texts in your content area. You will be teaching this short mini-lesson to our class. This will give you practice in designing and carrying out a close reading lesson in your content area placement.
6. **Comprehension Strategy teaching journal entries & reflections (for 3 strategies in your content area-taught in student teaching placement) | 75 points | Due Week 10** - You will design and teach 3 reading comprehension-focused strategies to students in your fieldwork classroom (either small group or whole class). These mini- lessons must follow the standards and objectives in your fieldwork classroom, and include an informal assessment portion in which students are reading and engaging in tackling a text that is appropriately complex and appropriate for the content and grade level. You will submit a journal entry describing each teaching event and a reflection of how you felt each of the mini-lessons went. (Prompts are provided for the reflections on Poly Learn.)
7. **Final Reflection Paper | 100 points | Due Finals Week** - Objective: To formally reflect on how you have changed and developed as a content- area teacher regarding disciplinary literacy instruction during this course. (You can send this to me electronically before our last session of final’s week.) Assignment: You will compose an approximately 3-5 page paper that discusses the above objective. You will need to address your stance on disciplinary literacy instruction before and at the beginning of the course and compare this stance to your current stance on disciplinary literacy. What has changed? What is the same? Why? What brought about these changes (i.e. specific readings, fieldwork experiences, class discussions, assignments, PPTs, etc.)?

**Commented [VM1]:** Assessment: 3.1

**Commented [VM2]:** Assessment: All course TPEs up to this point

**Commented [VM3]:** Assessment: 1.8, 3.1, 3.5, 4.1, 4.3 and English Language Development/Subject Specific Pedagogy

**Commented [VM4]:** Assessment: 3.1, 3.5, 4.3

**Commented [VM5]:** Assessment: All course TPEs Emphasis on TPEs 4.1 and 6.1

**Grading**

Punctuality and Attendance	100 points
Course reading exercises	50 points
Professional Organization Project	50 points
Close Reading Lesson	75 points
Midterm	100 points
3 Comprehension Strategy notes & reflections	75 points
Final Reflective Paper	100 points
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Total Possible	550 points

**Grading Policies**

\* THERE IS A **50%** PENALTY PER WEEK FOR ANY ASSIGNMENT THAT IS SUBMITTED PAST THE DUE DATE. An assignment that is more than two weeks late cannot be accepted. Any one assignment that is not representative of graduate level quality (C- or below) may be revised and resubmitted for a new grade. However, the highest grade that a revised paper or project may receive is 85% (a B).

Grades will be determined by percentages: 94-100% = A; 90-93.9% = A-; 87-89.9% = B+; 83-86.9% = B; 80-82.9% = B-; 77-79.9% = C+; 73-76.9% = C.

Incomplete grades will be assigned ONLY in cases of emergency illness or other serious unexpected circumstances. Assignments turned in subsequent to the university term to fulfill course requirements will receive late penalties, just as do late assignments submitted during the regular term.

**Dispositions**

As students and professors in the School of Education we agree to the following dispositions and work towards improving and modeling these characteristics on a daily basis:

- Intellectual Commitment
- Respectfulness
- Emotional Maturity
- Empathy
- Socio-cultural Competence
- Responsibility
- Commitment to Professional Development
- Ethical Behavior
- Professionalism

**Please note: Changes to the course can be made at the discretion of the instructor.**

**Required Text:**

- Buehl, D. (2017). *Developing readers in the academic disciplines*. 2<sup>nd</sup> Edition. Portland, Maine: Stenhouse Publishers.
- Additional course readings as determined by instructor.

**Academic Honesty**

“All tests, term papers, oral and written assignments, and all other academic efforts are to be the work of the student presenting the material. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format”

DATE	TOPICS	READINGS DUE	ASSIGNMENTS DUE
Session #1	*Introduction to class *Reading and Identity *Reading in academic disciplines *What is Disciplinary Literacy? *Syllabus and class assignments overview		*Textbook analysis presentation due week 3
Session #2	* Reading cueing systems *Mentoring in our disciplines *Comprehension strategies across disciplines	<b>*Buehl, Chapter 1</b> reading due with reciprocal teaching role to share for this class session (2) <b>As you read this chapter, reflect on your reading identities and fill out the charts on pages 4, 5, &amp; 15.</b> Think about how your students' reading identities influence their motivation to read in your classroom. <b>*Article: What Is Disciplinary Literacy and Why Does It Matter?</b> By Timothy Shanahan and Cynthia Shanahan	*Please bring content area textbook (& corresponding teacher's manual, if possible) to class next week! * Textbook analysis due Week 3--Spend time reading a page of your textbook and record the comprehension strategies you use to process the text. Use the graphic organizer on Poly Learn. You can definitely record other strategies you are using besides the ones listed.
Session #3	*Text Assessment *Text Structures & Features *Motivation and Engagement *Common Core State Standards	<b>*Buehl, Chapter 2</b> reading due with reciprocal teaching role to share for this class session (3) pgs. 29-52, plus pages in your specific discipline Science: 52-57 History/Soc.Sci: 57-63 Math: 63-68 ELA: 69-73	<b>*Textbook analysis assignment—be prepared to share what you have recorded on your graphic organizer (see instruction in box above and on Poly Learn for this session.)</b> <b>*Bring a text from your discipline (and teacher's manual-if available)</b>
Session #4	*Literacy in Specific Disciplines *Diverse Texts *Bridging academic knowledge gaps in each discipline *Integrated Instruction	<b>*Buehl, Chapter 3</b> reading due with reciprocal teaching role to share for this class session (4) pgs. 75-91, <b>plus pages in your specific discipline.</b> Be prepared to share how you could use this information in the teaching of your content.	*Be prepared to access CCSS *Assign roles for literature circle discussions.
Session #5	<b>ONLINE SESSION</b> *Professional Organization Exploration *Connections to disciplinary literacy practices	*Read <i>Voices from the Fields</i> and prepare your literature role responses to share at the beginning of class session 6.  <b>*Participate in online assignment: Moje article and Professional Organization Exploration as outlined for this week on Poly Learn.</b>	

**Commented [VM6]:** I/P 1.3, 3.1, 3.5 and English Language Development/Subject Specific Pedagogy - Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

**Commented [VM7]:** I/P 1.8, 3.1, 3.5, 5.1, 5.2 Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

**Commented [VM8]:** I/P 1.3, 1.8, 3.1, 3.5, 4.1, 5.1, 5.2 Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies. May include some mention of 5.7 (I)

**Commented [VM9]:** I/P 1.3, 1.6, 3.1, 3.5, 4.1, 4.3, 4.7 and English Language Development/Subject Specific Pedagogy - Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

**Commented [VM10]:** I/P 3.1, 3.5 and English Language Development/Subject Specific Pedagogy - Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

Session #6	<b>MIDTERM</b>	<p><b>*Literature circle</b> discussions from <i>Voices from the Fields</i> Discussion-how might you implement Lit. circles in your classroom? <b>*Buehl, Chapter 7</b> reading due- plan on discussing the content of this chapter during Session 7, along with your Chapter 4 reciprocal teaching role.</p>	<b>*Professional Organization Exploration due on Poly Learn by class time, Session 6.</b>
Session #7	<p>*Prior Knowledge &amp; Academic Knowledge *Integrated Instruction *Frontloading Instruction *Thinking Aloud with Complex Text/ Close reading</p>	<b>*Buehl, Chapter 4</b> reading due with reciprocal teaching role to share for this class session (7)	<p>*Close Reading Lesson-due Session 9 *Comprehension strategy teaching journal entries and reflections-due Session 10</p>
Session #8	<p>*Questioning text through a disciplinary lens *Modeling self-questioning with disciplinary texts</p>	<p><b>*Buehl, Chapter 5</b> reading due with reciprocal teaching role to share for this class session (8) pages 167-191 <u>plus pages that address your specific discipline.</u></p> <p><b>*Close reading articles</b> Write a few notes about how you could use close reading in your content area. Be prepared to share</p>	
Session #9	<p>*Graphic Organizers *Vocabulary *Teaching of Close Reading Mini-Lesson</p>	<b>*Buehl, Chapter 6</b> reading due with reciprocal teaching role to share for this class session (9)	<p><b>*Close Reading Lesson-due Session 9 (and posted on Poly Learn by class session)</b> <b>*Come prepared to teach your close reading lesson to your colleagues Session 9</b></p>
Session #10	New Literacies & Expanding Ideas of Literacy	<b>Forzani (2013) <i>Teaching Digital Literacies for the Common Core</i></b>	
Session #11	<p>*Remedial Adolescent Reading Programs *Transforming generic strategies into disciplinary moves *Students share comprehension strategies that were successful in their different content areas.</p>		<p><b>*Comprehension strategy teaching journal entries (for 3 different strategies) and reflections-due Session 10 (and posted on Poly Learn by class session)</b></p> <p><b>*Final Reflective Paper due electronically during our class session of finals week. (Poly Learn)</b></p>

**Commented [VM11]:** I/P 1.3, 1.6, 3.1, 3.5, 4.1, 4.3, 4.7 and English Language Development/Subject Specific Pedagogy - Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

**Commented [VM12]:** I/P 1.3, 1.8, 3.1, 3.5, 4.7, 5.1, 5.2 and English Language Development/Subject Specific Pedagogy - Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

**Commented [VM13]:** I/P 1.6, 1.8, 4.7, 5.1, 5.2 and English Language Development/Subject Specific Pedagogy - Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

**Commented [VM14]:** I/P 3.7 - Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

**Commented [VM15]:** I/P 1.6, 1.8, 3.1, 3.5, 4.1, 5.1, 5.2 and English Language Development/Subject Specific Pedagogy - Topics introduced through readings or instructor-led presentations. Topics practiced through class discussions and demonstrations of literacy strategies.

**Commented [VM16]:** I/P 4.1, 6.1

