# Teaching Content Area/Disciplinary Literacies

**MTLA 648**  
Fall 2017

| Instructor’s Name and Contact Info.: | Dr. Emily Skinner, Ed. D.  
[skinnere@cofc.edu](mailto:skinnere@cofc.edu)  
843.860.9864 (office phone) |
| --- | --- |
| Meeting Time and Place: | Mondays: 5:30-8:00 (break embedded in class)  
Saturday, November 11 (Y’ALL Fest: You choose what time/panel(s) to attend) |
| Office Hours: | MTLA Students: Mondays- 8:00-9:00 p.m.  
EDMG Students: Fridays- 12:05-12:55 p.m.  
EDEE 416 Students: Thursdays- 11 a.m.-12:00 p.m.  
ALL: Tuesdays 1:00-3:10 (Phone: 843.860.9864)  
*Also by appointment |
| Office Location: | 86 Wentworth, #330  
E-mail: [skinnere@cofc.edu](mailto:skinnere@cofc.edu) Please use email as the primary source of contact. |

## Course Description:

A course focusing on the theories, research, and instructional practices of teaching literacies within disciplines and across disciplines. This course provides in-depth examinations of language and literacies development across age spans and connects instructional tools and strategies for print-based and multimodal literacies. No course prerequisites.

## About Me:

I joined the Department of Teacher Education in Fall, 2005. I teach literacy courses across undergraduate and graduate and early childhood through secondary programs. My doctorate is from Teachers College at Columbia University in New York City. I was a 5th and 6th grade classroom teacher, have done staff development for early childhood through middle school, co-edited the *Journal of Adolescent & Adult Literacy* and have research interests that have focused on the teaching of writing, disciplinary literacies, new literacies and digital literacies. In addition to my love for literacy education, I spend my time with my husband, Ted, son, Bennett (16 years) and daughter, Lilly (12 years) plus our two dogs Auggie and Snickerdoodle.. For recreation I love reading, running and taking the dogs to the beach.
HOW TO TAKE THIS COURSE

Graduate courses are about how far you’re willing to trek. As your hiking guide, it is my goal that you learn about literacies across disciplines, make connections to your teaching contexts, develop strategies you can use with your students and build a community of educators as you hike together.

It is possible to do well in this course without transforming your teaching, but it won’t be as beneficial to you. Imagine we are all standing at the base of a mountain. Decide how you’re going to climb it.

<table>
<thead>
<tr>
<th>Day Hiker</th>
<th>Backpacker</th>
<th>Trailblazer</th>
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<tbody>
<tr>
<td>You’re sticking to the trail because you’re certain of where it goes. You want the basics: content knowledges, teaching strategies, etc. There is nothing wrong with this approach, especially if this material is new to you.</td>
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<tr>
<td>You’re ready to spend a few days on this mountain and you have supplies (e.g. already existing knowledge, interest, experience teaching disciplinary literacies). You have a grasp of the basics and are ready to explore beyond.</td>
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<tr>
<td>You are passionate and interested in content area literacy strategies and disciplinary literacies and want to serve as a leader in your school and in this class in implementing and reflecting upon developing your own students as</td>
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</tbody>
</table>
A successful day hiker will read all of the material, watch and take notes on all the videos, study for quizzes and complete assignments according to rubrics. Backpackers will read and view all material and be leaders in discussion boards. They will make connections, ask questions, share experiences and learn from their peers. You try out strategies with your students and share experiences with your classmates. You encourage your classmates’ engagement with course content.

* Influenced by Consuela Francis’s syllabus.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Assignment</th>
<th>Access</th>
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</thead>
<tbody>
<tr>
<td>Drive</td>
<td>Create collaborative annotated bibliography of texts and tools you can use in your classrooms to teach content including books, websites, podcasts, videos, etc.</td>
<td>Google Drive and CoFC email</td>
</tr>
</tbody>
</table>
Make digital stories about the digital literacies practices that students must develop for their chosen discipline. View and comment on one another’s digital stories.

http://blogs.eric.ed.gov/titles/ost/2016/02/05
Conceptual Framework

All teacher preparation programs in the School of Education, Health and Human Performance (SOEHHP) are guided by a commitment to Making the Teaching Learning Connection through three elements of teacher competency which are at the heart of the SOEHHP

1) Understanding and valuing the learner,
2) Knowing what and how to teach and assess and how to create an environment in which learning occurs, and
3) Understanding themselves as professionals.

These three competencies underlie all learning and assessment in this course; they help develop the knowledge, skills, and dispositions necessary to become an effective teacher.

- Differentiate between content area literacies teaching and disciplinary literacies teaching
- Synthesize current research about content area literacies and disciplinary literacies
- Explore disciplinary literacies practices in major disciplines - Science, Social Studies, Math, English Language Arts, Theatre, etc.
- Develop instruction for disciplinary literacies teaching relevant to individuals’ teaching contexts, students (e.g. ELL’s, struggling/striving readers) and current standards
- Gather and become familiar with a diversity of print and non-print texts that support disciplinary literacies teaching
- Develop strategies for teaching across the content areas

PreK-5th Grade Read to Succeed Standards

Standard 2: Curriculum and Instruction

Teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
2.3: Understand the complexity of content texts is dependent upon students’ background knowledge.
- Use students’ background knowledge to develop content knowledge.
- Develop texts sets based on content to support readers of all levels.
- Use knowledge of text complexity and student interests to match books to readers and help students select texts with which they will be successful.

2.4: Connecting inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build knowledge and emphasizing collaborative learning fosters independence and self-initiation in reading and learning.
- Use strategies to help students construct meaning from content texts: making inferences, monitoring/clarifying, identifying important information, generating and answering questions, summarizing and synthesizing, evaluating.
- Identify expository text structures: description, causation, problem-solution, question-answer, sequence.
- Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.
- Teach children to pursue knowledge, gather information and share what they learn.
- Use instructional activities to help children observe, question, search, record, and retrieve important information and teach children to:
  - Summarize
  - Organize information graphically
  - Express knowledge to others
- Emphasize experiences in learning that help students explain concepts, summarizing learning, present information, and become experts on topics that fascinate them.
- Select and use quality traditional print, digital, and online resources guided by evidence-based rationale

2.5: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
- Select and use quality traditional print, digital, and online resources guided by evidence-based rationale.

2.6: Understand how to utilize content knowledge to build meaningful curriculum.
- Utilize the inquiry process to teach children to seek answers to their questions, and share what they learn.
- Read interesting and conceptually rich stories to children.

2.9: Know a variety of ways to introduce and build new language and vocabulary (e.g., word study, etc.) throughout the curriculum and across grade levels.
- Develop instruction in language and vocabulary appropriate to the age and grade level of the students (second through sixth grade).

2.12: Comprehension and vocabulary growth result primarily from engagement with texts and social interactions.
- Provide extended opportunities for students to engage with texts and allow time for students to interact with others to express their ideas about the texts to develop comprehension and
2.13: High engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.

- Provide students with ample access to high-interest, culturally appropriate print and digital texts, and ample time to read those texts.
- Ensure that students consistently experience success with texts so they develop a positive identity as a reader.

2.15: Understand that reading about topics that are personally interesting activates use of background knowledge and increases motivation and comprehension in reading.

- Use instructional activities that increase understanding and enjoyment in reading.

2.20: Know how to scaffold learning incorporating a gradual release of responsibility approach (Pearson & Gallagher, 1983).

- Scaffold students as they learn to read and write (prompting, demonstrating, modeling, praising, describing strategies, offering feedback, or using particular instructional frameworks, etc.).
- Use texts that students can independently comprehend to support them as tasks/texts become more complex and the text demands increase.
- Use what students know about the demands of texts to match readers to texts that support them during instruction.
- Use what authors do using mentor texts to demonstrate skills used for reading and writing.
- Use a variety of text genres and structures to support students in the development of the reading and writing processes and to develop flexibility of strategy use.

Middle, Secondary and Performing Arts R2S Standards

**Standard 1: Foundational Knowledge**

Middle and High School Content Classroom Teachers understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

1.1: 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, strategic knowledge, and reading-writing connections.

- Recognize major theories and research evidence of reading and writing processes and development in adolescence, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.
- Identify and explain the specific reading and writing expectations of their content areas as described in national and state standards.
- Explain the research and theory of learning environments that support individual motivation to read and write. [For example, choice, challenge, interests, and access to traditional print, digital, and online resources.]
- Value the scholarship of the reading profession and seek to understand the theoretical knowledge base in relation to their disciplinary areas.
- Understand the process of identifying and differentiating the range of literacy needs of
adolescent readers.

1.2: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.
- Show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
- Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

**Standard 2: Curriculum and Instruction**
Teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- Explain how reading and writing relate to their content areas and to local, state, and professional standards.
- Implement the curriculum based on students’ prior knowledge, world experiences, and interests.
- Understand that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy community.
- Evaluate the curriculum to ensure that instructional goals and objectives meet the reading and writing demands of the content areas.
- Support students as agents of their own learning and critical consumers of the discipline.
- Model how comprehension processes interact when reading texts.
- Provide students with time to read self-selected texts to construct knowledge about topic being researched.
- Ensure that students consistently experience success with texts so they develop a positive identity as a reader.

2.2: Use appropriate and varied instructional approaches, including those that develop vocabulary, language comprehension, strategic knowledge, and reading-writing connections.
- Select and implement content area reading and writing instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.
- Differentiate instructional approaches to meet students’ reading and writing needs in the content areas. [Literacy development is an ongoing process and requires as much attention for adolescents as for beginning readers. Literacy demands are expanding and include more reading and writing tasks than in the past (see ILA’s position statement on adolescent literacy for more information).]
- Implement and evaluate content area instruction in each of the following areas: vocabulary meaning, comprehension, writing, motivation, and critical thinking. [Vocabulary meaning instruction should include work with multisyllabic words and the use of affixes and Greek and Latin roots.]
- Model how comprehension processes interact when reading texts. (Also how purpose influences how a reader approaches a text.)
- Provide students with a time to read self-selected texts to construct content knowledge.
- Use high quality, multi-modal texts to develop academic/disciplinary vocabulary.
- Use strategies to help students develop disciplinary vocabulary: direct instruction, wide-reading, context, structural analysis, semantic mapping, semantic feature analysis, making analogies, categorization, and writing.
- Incorporate traditional print, digital, and online resources, as well as non-print resources, as instructional tools to enhance student learning.
- Provide explicit instructional strategies for understanding how to communicate within a specific discipline and how to translate that language into lay descriptions in speaking and writing.
- Use content area reading and writing strategies to help students construct meaning from texts: making inferences, monitoring/clarifying, identifying important information, generating and answering questions, summarizing and synthesizing, evaluating
- Identify disciplinary language and expository text structures: description, causation, problem-solution, question-answer, sequence.
- Incorporate content area reading and writing strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.
- Provide opportunities for students to read, write, and research with teacher in reading, writing, and researching workshops.
- Provide opportunities for children and adolescents to both consume and produce texts in meaningful contexts on and offline.
- As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.

2.3: Use a wide range of texts (e.g., narrative, informational, expository, and poetry) from traditional print, digital, and online resources, taking into consideration the students’ background knowledge and academic ability.
- Select and use quality traditional print, digital, and online resources guided by evidence-based rationale.
- Identify appropriate texts to support all levels of readers.
- Identify text demands and select and arrange texts so that readers build competence across a range of texts, consistently meeting with success as well as increasing competence as a reader.
- Use students’ background knowledge to develop disciplinary knowledge.
- Use knowledge of text complexity and student interests to match texts to readers and help students select texts with which they will be successful.
- Support readers in identifying texts they can read independently at their ability level.

Standard 4: Diversity
Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

4.1: Recognize, understand, value, incorporate, and build upon the students’ cultural and linguistic diversity and know their differences in the teaching strategies and materials used to improve literacy learning.
- Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it productive, more adaptable to change, and more equitable.
- Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, learning to read and write.
- Demonstrate an understanding of the ways in which various forms of diversity interact with adolescent literacy development and content area learning.
• Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity, as well as students that receive special education services.

- Assess the various forms of diversity that exist in students as well as in the surrounding community.
- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity and student need.
- Engage students by presenting information that appeals to various learning styles and allows students to share their knowledge using multimodal systems (art, music, movement, written, verbal, etc.).
- Demonstrate the belief that all people can learn (positive comments during conferences, specific feedback on accomplishments, setting goals within the learner’s zone of proximal development).

4.3: Develop and implement strategies to advocate for equity.

- Provide students with linguistic, academic, and cultural experiences that link their backgrounds with content area learning.
- Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.
- Demonstrate how issues of inequity and opportunities for social justice activism and resiliency in students’ communities can be incorporated into the content areas and literacy curriculum.
- Demonstrate the belief that all people can learn (positive comments during conferences, specific feedback on accomplishments, setting goals within the learner’s zone of proximal development).

Standard 5: Literate Environment

Teachers create a literate environment that fosters reading and by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments.

5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

- Modify the arrangements to accommodate students’ changing needs.

5.2: Design a social environment that is risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.

- Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.
- Create supportive environments where English learners are encouraged and given many opportunities to use English.

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

- Understand the role of routines in creating and maintaining positive learning environments for content area learning using traditional print, digital, and online resources.
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
- Use evidence-based rationale to make and monitor flexible instructional grouping options for students.
- Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.
- Use various practices to differentiate instruction (e.g., cooperative learning, partner work, and research/investigation groups).

Standard 6: Professional Learning and Leadership
Teachers recognize the importance of, demonstrate, and facilitate professional leadership as a career-long effort and responsibility.

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
- Demonstrate awareness of the factors that influence adult learning, organizational change, professional development, and school culture.

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
- Display positive reading and writing behaviors and serve as models for students.
- Display positive dispositions related to their own reading and writing and use reading and writing to promote student learning.
- Help students meet the specific demands of traditional print, digital, and online resources required for content learning.
- Promote student understanding of the value of reading traditional print, digital, and online resources in and out of school.
- Identify specific questions and goals about literacy and the learning of content and plan strategies for finding answers to questions.
- Demonstrate effective use of technology for improving student learning.

SOEHHP Professional Dispositions
- Belief that all students can learn.
- Value and respect for individual differences.
- Value of positive human interactions.
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.
- Dedication to inquiry, reflection, and self-assessment.
- Value of collaborative and cooperative work.
- Sensitivity toward community and cultural contexts.
- Engagement in responsible and ethical practice.
- Development of professional mastery over time.
Course Texts

Required:

Electronic device for consuming (reading, researching, viewing, listening, etc.) and producing (writing, designing, posting, etc.) texts. This course will be completely paperless with literacy and disciplinary journal and professional readings available on OAKS and work submitted through OAKS Dropbox.

Variety of Apps (e.g. Google Drive, Kindle, iMovie, Dictionary, Wikipedia, Goodnotes, Explain Everything, Edmodo, Poplet, Keynote, Opposites, Animoto, Book Creator, etc.)

Shared documents for editing to be accessed through Google Drive.

3 discipline related book club books to be selected with student input during semester

Course Assignments

Participation (28 points):

Quality, excellence, and depth are expected in your work and in your interactions with classmates and the instructor. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions and activities. Members of the class bring a rich diversity of backgrounds, interests, and experiences to class discussions. Much can be learned by listening to others’ ideas, questioning those ideas and sharing your own ideas. You must arrive to class on time, stay for the entire class, and participate actively to receive full credit for participation each class. If you arrive more than 10 minutes late or leave more than 10 minutes early, you will receive ½ credit for the class. If you are unprepared (don’t have materials or have not done the reading/viewing prior to class), you will receive ½ credit for your class participation grade that day. You will earn .75 point for each class you attend, arrive on time, are prepared for and participate actively contributing to whole group and small group discussions.

Content Area Literature Book Clubs (9 points):

You will participate in a book club for 3 chapter books related to your discipline. You will receive participation points based upon your participation. We will decide on titles in class.

Book 1: Content Area Connections Possibilities

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<tr>
<th>ELA</th>
<th>Upper elementary/middle school:</th>
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<th>Middle/high school:</th>
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<tr>
<td>Category</td>
<td>Books</td>
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| Math         | Lower grades:  
                     Upper grades:  
| Theater      | The Rise and Fall of a Theater Geek [https://www.amazon.com/Rise-Fall-Theater-Geek/dp/0449816729/ref=sr_1_1?ie=UTF8&qid=1504379705&sr=8-1&keywords=the+rise+and+fall+of+a+theater+geek](https://www.amazon.com/Rise-Fall-Theater-Geek/dp/0449816729/ref=sr_1_1?ie=UTF8&qid=1504379705&sr=8-1&keywords=the+rise+and+fall+of+a+theater+geek)  
                     Jack and Louisa series  
                     Levithan, D. (2016). *Hold Me Closer: The Tiny Cooper Story*  
                     [https://www.amazon.com/dp/0147516102/ref=cm_sw_r_api_HZjPzbYSS8AA9](https://www.amazon.com/dp/0147516102/ref=cm_sw_r_api_HZjPzbYSS8AA9)  
                     Better Nate than Never.  
                     [https://www.amazon.com/Better-Nate-Than-Ever-Federle/dp/1442446919/ref=sr_1_1?ie=UTF8&qid=1504380250&sr=1-1&keywords=better+nate+than+never](https://www.amazon.com/Better-Nate-Than-Ever-Federle/dp/1442446919/ref=sr_1_1?ie=UTF8&qid=1504380250&sr=1-1&keywords=better+nate+than+never)  
                     [http://www.whatdewedooallday.com/chapter-books-theater/](http://www.whatdewedooallday.com/chapter-books-theater/) (note- a couple of these of these would go under graphic novels) |
| Music        | Young Adult/Adolescent:  
                     Sales, L. (2015). *This song will save your life*.  
                     [https://www.amazon.com/This-Song-Saves/dp/0062332195/ref=sr_1_1?ie=UTF8&qid=1504380291&sr=8-1&keywords=this+song+will+save+your+life](https://www.amazon.com/This-Song-Saves/dp/0062332195/ref=sr_1_1?ie=UTF8&qid=1504380291&sr=8-1&keywords=this+song+will+save+your+life) |


Early childhood:

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**Book 2: Graphic Novel or Free Verse**

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<tr>
<td></td>
<td>Free Verse:</td>
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Science
http://www.amazon.com/T-Minus-Race-Moon-Jim-Ottaviani/dp/1416949607/ref=sr_1_1?ie=UTF8&qid=1454873106&sr=8-1&keywords=t+minus+the+race+to+the+moon
Brown, D. Drowned City

Math

Theater
Manga Shakespeare series

Music
The Carter Family: Don’t Forget this Song https://www.amazon.com/Carter-Family-Dont-Forget-This/dp/0810988364/ref=sr_1_1?ie=UTF8&qid=1504379808&sr=8-1&keywords=the+carter+family+don%27t+forget+this+song

Baby’s in Black
Chicken and Plums
Hip Hop Family Tree
California Dreamin'

Book 3: Y’ALL Fest Author’s Book: http://www.yallfest.org/

This book does not have to match your discipline. It is just meant to familiarize you with what is popular with elementary-aged or adolescent students.

Quizzes (3 X 10 points = 30 points)

Three quizzes will cover information learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, PPT’s, etc.). They require that you recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in MTLA 648. NEITHER STUDY GUIDES NOR MAKE-UP QUIZZES WILL BE GIVEN. Quizzes will be discussed prior in class. See course calendar for specific quiz dates.

iPad App Review Matrix (10 points)

You will construct a matrix of reviews of and recommendations for 10 apps or websites that you could use to teach in your discipline. You will choose 3 different types of apps (e.g. digital storytelling, concept mapping, etc.) and review 3-4 apps used for the same purpose to compare for a total of 10 apps. You will present one app to the class.
Matrix Categories

Apps:

1. Digital storytelling (e.g. iMovie, Voicethread, etc.)
2. Screencasting (e.g. Explain Everything, Show Me)
3. Social Networking: Edmodo (this one is used a lot in middle grades classes and is free), Google Classroom
4. Book Maker (e.g. Bookmaker)
5. Concept Mapping (e.g. Poplet, Coggle)
6. Presentation (e.g. Keynote, Prezi, Haiku Deck, Flowboard)
7. Comic Strip (e.g. Pow, Strip Design)
8. Annotation (e.g. Goodnote, Adobe, readdle.com/products/pdfexpert5, etc.)
9. Organization (e.g. Google Drive, Google Calendar, Wonderlist, TeacherAide, etc.)
10. Quizzing (Quizlet, Kahoot, Study Blue)
11. Digital Portfolios: Seesaw

Critical Textbook Analysis OR Annotated Children’s Disciplinary Literature Bibliography (10 points):

Analyze a disciplinary textbook to determine reading level, perspectives shared, strengths and weaknesses and areas that you believe need supplemental texts support. Find supplemental texts and describe how you would use them. A rubric will be used to evaluate your textbook analysis and recommendations for supplemental texts.

OR

Survey children’s literature for the discipline (or disciplines) you will be teaching and make an annotated bibliography for 10 children’s books. A template and rubric will be provided.

Disciplinary Literacies Practices Inquiry Digital Presentation (13 points):

Make a digital presentation (incorporating visual, narration, and print) that demonstrate what it means to engage as a scientist, mathematician, historian, geographer, economist, or politician. Include examples of texts and tools that you could use in disciplinary teaching relevant to middle grades learners. A rubric will be used to evaluate your analysis and recommendations for instruction. Due at final exam.

Evaluation Criteria
<table>
<thead>
<tr>
<th>Participation &amp; Preparedness</th>
<th>28 points</th>
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<tbody>
<tr>
<td>Content Area Literature Book Clubs</td>
<td>9 points</td>
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<tr>
<td>Quizzes (3 X 10)</td>
<td>30 points</td>
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<tr>
<td>iPad and Website App Review Matrix</td>
<td>10 points</td>
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<tr>
<td>Critical Textbook Analysis or Picture Book Annotated Bibliography</td>
<td>10 points</td>
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<tr>
<td>Disciplinary Literacies Practices Inquiry Presentation</td>
<td>13 points</td>
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<tr>
<td>Total</td>
<td>100 points possible</td>
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<td>Date</td>
<td>Topic</td>
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| **Week 1: August 28** | Course Overview and Introductions  
Student Data Gathering  
Content Area Literacies  
Survey about iPads and if I need to get cart. | Introductions- 6 Word Memoir  
Data Collection: Who are you? Enter information on google drive  
Course Overview: Syllabus and Content  
Google Drive  
Bring Your Own Device Policy  
Book Clubs  
|                  |                                                                      |                                                                                                   |                |
| **Week 2: September 4** | Digital Literacies and iPads/Studio Approach  
Read Alouds  
Discuss iPad app matrix project  
Explicit Comprehension Strategies: Gradual Release of Responsibility | Listen to Castek podcast as pre-reading.  
http://literacyworldwide.org/podcasts/jaal-56-7-JillCastek.mp3  
Harvey & Goudvis chapters from Strategies that Work. | Make recommendations for content area book club books on google doc  
APP IN CLASS STUDIO: Show Me, Voicethread, Popplet Lite |
| **September 11: College closed- Class cancelled** |                                                                      |                                                                                                   |                |
| **Week 4: September 18** | Close reading  
Text complexity  
iPad apps  
Vocabulary | Pre-reading: Listen to: Fisher & Frey podcast from JAAL:  
http://literacyworldwide.org/podcasts/jaal-57-5-doug-fisher.mp3  
iPad Project Due Date moved to September 25 |
### Week 5:
**September 25**

**CONTENT AREA LITERACIES**

- Teaching English language learners
- iPad app sharing

**Teaching with challenging texts in the disciplines:**

- Talking the talk:

**iPad App/Website Reviews Matrix**

**Book Club #1 (⅔ of book)**

### Week 6:
**October 2**

**DISCIPLINARY LITERACIES**

- Quiz #1
- Disciplinary Literacies
- Introduction: Focus on Social Studies

**Quiz #1**

**In class watch Jon Hale video**


**Book Club #1 (complete book)**

**Select Book Club #2 in class**
| Week 7: October 9 | Disciplinary Literacies | Pace. (2004). Decoding the reading of history: An example of the process. In D. Pace & J. Middendorf (Eds.). |
| Social Studies | **Behavior about language, power, and text: A review of classroom practices that support critical literacy. Journal of Adolescent & Adult Literacy, 49, 490-498.** |
| Critical Literacies | | Watch Rich Bodek’s video t6 |
| | | Book Club #2 (½ book) |
| | | Textbook Critiques Due to Dropbox |
| | | Decide on Book Club #3 |

| Week 8: October 16: FALL BREAK - NO CLASS |
| Assessment | |
| | Book Club #2 (complete book) |

<p>| | Book Club #3 (1/3 of book) |</p>
<table>
<thead>
<tr>
<th>Week 11: November 6 DISCIPLINARY LITERACIES</th>
<th>Disciplinary Literacies: Focus on the Performing Arts-Music and Theatre</th>
<th>Interviews with Laura Turner, Bonnie Springer and Kevin Eakes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Allen Say’s Kamishibai Man</td>
</tr>
<tr>
<td>Book Club #3 (½ book)</td>
<td></td>
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</tr>
</tbody>
</table>

**Week 12: Y’ALL FEST: SATURDAY, NOVEMBER 11 (REQUIRED- in place of November 20/27)**

<table>
<thead>
<tr>
<th>Week 13: November 13 DISCIPLINARY LITERACIES</th>
<th>Disciplinary Literacies: Focus on English Language Arts Writing Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Viewing: Scott-Copses &amp; Francis</td>
<td></td>
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<tr>
<td>Book Club #3 (complete book)</td>
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**November 20- No class/Thanksgiving Week (in place of YALL Fest)**

**November 27- No class/Emily at Literacy Research Association Annual Conference (in place of YALL Fest)**

<table>
<thead>
<tr>
<th>Week 14: December 4 DISCIPLINARY LITERACIES WRAP UP</th>
<th>Overflow/Shift Day Discuss disciplinary literacies final project Quiz #3 Student Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Club #3</td>
<td></td>
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</table>
1. **GRADES**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 92%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 88%</td>
</tr>
<tr>
<td>C+</td>
<td>81 – 84%</td>
</tr>
<tr>
<td>C</td>
<td>77 – 80%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 76%</td>
</tr>
</tbody>
</table>

A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes. There are no minus grades in graduate courses.

2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:
   - We believe that all children can learn
   - We value and respect individual differences
   - We value respectful human interactions
   - We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
   - We are committed to inquiry, reflection, and self-assessment
   - We value collaborative and cooperative work
   - We are sensitive to community and cultural contexts
   - We engage in fair, responsible, and ethical practice

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All assignments are due before class starts on the day they are due. Unless otherwise specified, assignments should be submitted via the dropbox feature in OAKS. All assignments are to be completed and turned in on time. Late assignments will result in a reduced grade of 10% for each day late. Please note, computer failure or unavailability does not constitute an excuse for not completing assignments by the due date.
date. Due dates are subject to change and students will be notified in class and on the updated syllabus on google drive.

If you have problems related to the course, please contact me immediately. If you have technical problems, please contact the Student Computing Support Desk at 843.953.5457 or email studentcomputingsuport@cofc.edu. Check for computing downloads and tutorials at blogs.cofc/scs/. Resolve problems promptly.

6. FINAL EXAMINATIONS: The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. COURSE PAPERS: All assignments will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association and turned into OAKS Dropbox.

8. ADA ACCOMMODATIONS:

Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before the accommodation is needed.

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431) or me so that such accommodation may be arranged.

9. MISSION: The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.
10. COURSE EVALUATION STATEMENT  Course evaluations are very important to the instructor, department and college. Please complete one. Time will be given during the last class to complete online evaluations.

COLLEGE OF CHARLESTON HONOR CODE AND ACADEMIC INTEGRITY

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php