Welcome to EDUC 592: Content Area Reading and Writing!
(*Cross-listed as EDUC 306*)
Zucker Family School of Education
The Citadel
Fall 2017

Instructor: Dr. Britnie Delinger Kane	
Email:.*kaneb2@citadel.edu*	**Class Meetings:** *Wednesdays, 5:30-8:00 pm*
Office: *Capers Hall 332D (on floor plan map, it's 322D. We love old buildings.)*	**Class Location:** *Capers 201*
Office Hours: *Immediately after class or by appointment*	

PREREQUISITES
None

REQUIRED TEXTBOOKS
1. Allen, J. (2007) *Inside words: Tools for teaching academic vocabulary, grades 4-12*. Portland, ME: Stenhouse Publishers.
2. Lent, R. C. (2016). *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing…Content Area by Content Area.* Corwin Literacy: Thousand Oaks, CA.
3. Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers.* Portland, ME: Stenhouse Publishers.
    OR (IF YOU ARE ALREADY FAMILIAR WITH TOVANI)
    Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers.* Portsmouth, NH: Heinemann.

STUDENT INFORMATION
This course is part of the M.Ed. in Literacy Education program leading to certification as literacy teacher and literacy coach for qualified graduates.

COURSE DESCRIPTION
This course focuses on teaching educators how to support K-12 students' access to key disciplinary ideas through the development of students' more fluid use of academic language, reading comprehension strategies, and strategies for composing in digital and non-digital spaces. To meet this goal, we will begin to understand literacy as a set of cultural and discipline-specific practices. We will examine various strategies for reading, speaking, and composing—in digital and non-digital spaces—across the disciplines, and develop instructional practices and plans for supporting students to develop these literacy strategies as they are learning disciplinary content. This course will also focus on learning to leverage students' existing literacy strategies—including, but not limited to, those that occur in speech—so that students can become more accomplished readers, speakers, and

composers in and across disciplines. This focus will support us in better serving the needs of all students, but particularly those of multi-language learners, to access key ideas in content-area courses (i.e., science, math, social studies, and English/Language Arts).

COURSE OBJECTIVES
Through completion of course readings, discussions, and activities, the candidate will have opportunities to answer the following questions through readings and class discussions, as well as planning and enacting equitable literacy instruction in the context of students' discipline-specific work:

- What is literacy?
- What does literacy look like in particular disciplines?
- How can we, as educators, better support struggling readers and writers?
- How can we, as educators, support students' access to content-specific ideas through improved literacy instruction?
- How can we leverage students' many academic and personal strengths in order to support them to become stronger readers, writers, speakers, and composers, in digital and non-digital spaces?
- How can we, as educators, better support the literacy development of all students, including those from historically underserved groups and multi-language learners?

CONCEPTUAL BASE
Developing Principled Educational Leaders for P-20 Schools - The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of

and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders…
1. Have mastered the subject matter of their field of professional study and practice;
2. Use the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders…
6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders…
11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base:
This course was developed with the guidance of both The Citadel's Standards for the Development of Principled Educational Leaders and the International Literacy Association's Standards for Middle and High School Content Area Teachers, which can be found at:
https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-role-3

Below, please find the course objectives and their alignment to these two sets of standards:

COURSE GOALS WITH EVALUATION METHODS AND RELATIONSHIP TO CONCEPTUAL BASE:

Course Goals	Assessment	Relationship to Conceptual Base
• To understand literacy as a set of cultural and discipline-specific practices, which are influential to our personal, cultural, and academic identities	• Weekly Responses • Multimodal & Multigenre Paper	CF 1, CF 2, CF 6, CF 13, ILA 1.1
• To understand similarities and differences in literacy practices that occur within and across particular disciplines	• Weekly Responses • Paper on Understanding Yourself as a Strategic, Disciplinary Reader • Presentation on Discipline-specific Literacy	CF 1, CF 2, CF 6, CF 13, ILA 1.1
• To recognize, plan, and explain how instruction supports students' development of literacy strategies in the context of discipline-specific instruction	• Weekly Responses • Class Mini-lesson Presentation • Disciplinary Lesson with Specific Literacy Focus • Text Set	CF 1-4, CF 7-10, CF 13, ILA 1.3, ILA 2.1, ILA 2.2, ILA 2.3, ILA 5.1, ILA 5.2, ILA 5.3, ILA 5.4
• To recognize, enact, and critically analyze instructional strategies that leverage students' many academic and personal strengths to support them as readers, writers, speakers, and composers, in digital and non-digital spaces	• Weekly Responses • Multimodal & Multigenre Paper • Text Set	CF 1-4, CF 7-10, ILA 1.1, ILA 1.3, ILA 2.3, ILA 3.1, ILA 3.2, ILA 3.3, ILA 5.2, ILA 5.3 ILA 5.4
• To recognize, plan, enact, and explain how content-area instruction supports multi-language learners, as well as students from	• Weekly Responses • Mini-lesson Enactment • Text Set • Multimodal &	CF 1-4, CF 7-10, CF 13, ILA 1.1, ILA 1.3, ILA 2.1, ILA 2.2, ILA 4.1, ILA 4.2, ILA 5.2, ILA 5.4

historically underserved groups, to develop discipline-specific literacy practices	Multigenre Paper	

INSTRUCTIONAL UNITS AND ASSESSMENTS
Course Schedule, Key Topics, and Planned Reading Assignments
Please note: This schedule is a working outline. As such, it is subject to change in response to our needs as a learning community.

August 23, 2017

Session 1:   **Welcome! Introduction to the Course**

For Next Week: *Gee, J. (2011). Languages as Saying, Doing, and Being.*

Dowdy, J.K. (2002). Ovuh Dyuh. In The Skin that We Speak*. Ed. Delpit, L.*

Baker, J. (2002) Trilingualism. In The Skin that We Speak*. Ed. Delpit, L.*

August 30, 2017

Session 2: Discourse Communities (and what that means for equitable literacy instruction)

For Next Week: *Heath, S. (1982). What no bedtime story means: Narrative skills at home and school.* Language in Society, 11*(1), 49-76. doi:10.1017/S0047404500009039*

Delpit, L. D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. Harvard Educational Review, 58*(3), p. 280.*

Gutierrez, K. & Rogoff, B. (2003). Cultural Ways of Learning: Individual Traits or Repertoires of Practice, Educational Researcher, 32(19) DOI: 10.3102/0013189X032005019.

Sept. 6, 2017

Session 3: Literacy as Practice (and what that means for equitable literacy instruction)

For Next Week: *Lent, R. C. (2016). Chapter 1.* This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area. *Thousand Oaks, CA: Sage Publishing, (p. 61-102).*

Lent, R. C. (2016). Chapter 2. This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area. *Thousand Oaks, CA: Sage Publishing, (p. 61-102).*

Sept. 13, 2017
Session 4: Discourse Communities and Disciplinary Literacy
For Next Week: *Read Tovani, C. (2000). I Read It, But I Don't Get It.*

Understanding Ourselves as Disciplinary Readers Paper

Sept. 20, 2017
***Session 5: Modeling Strategies for Supporting Discipline-specific Reading
DUE TODAY: UNDERSTANDING OURSELVES AS DISCIPLINARY READERS
For Next Week: *Please read __two__ of the following three resources:*
Teaching Through Text Sets:
https://www.teachercreatedmaterials.com/estore/files/research/text_sets_white_paper.pdf

Multiple Texts: Multiple Opportunities for Teaching and Learning
http://www.csun.edu/~krowlands/Content/Academic_Resources/Literature/Theory/Robb-Multiple%20Texts.pdf

Text Sets: Providing Possibilities for Adolescent Readers (PowerPoint Presentation)
http://www3.canisius.edu/~justice/CSTmodule-final/iraGoodman-text%20sets.pdf

Sept. 27, 2017
Session 6: Introduction to Text Sets
For Next Week: *Read Lent, R. (2016).* This is Disciplinary Literacy*: Ch. 4 & 5*

Read Lucas, T., Villegas, A. M. & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. Journal of Teacher Education, 59*(4), pp. 361-373.*

October 4, 2017
Session 7: Collaboration, Inquiry and Supporting MLL's Reading Comprehension
For Next Week: *Prepare mini-lesson for colleagues*

October 11, 2017
***Session 8: Mini-lesson Presentations
For Next Week: *Ranney, S. Preparing to Teach Academic Language: edTPA Frameworks and Resources. University of Minnesota, slides 1-33, 37-38, 40-41, 43-71. Retrieved from http://www.isnetworked.org/uploads_regional/central/Central%20West%20Academic%20Language/1377794909_Susan%20Ranney's%20Academic%20Language%20Workshop%20for%20Faculty%202013.pdf.*

Write critical reflection of mini-lesson

October 18, 2017
***Session 9: Academic Language and Language Learning
DUE TODAY: CRITICAL REFLECTION OF MINI-LESSON
For Next Week: **Graves, M. F. & Watts-Taffe, S. M. (2002). The place of word consciousness in a research-based vocabulary program. What Research Has to Say about Reading Instruction, 3, 140-165.*

*Colorin Colorado. Components of effective vocabulary instruction. Retrieved from http://www.colorincolorado.org/article/components-effective-vocabulary-instruction

October 25, 2017
Session 10: Academic Language and Vocabulary, Part 1
For Next Week: **Read Nagy & Scott (2000). "Vocabulary Processes." In M. L. Kamil, P. Mosenthal, P. D. Pearson & R. Barr (Eds.), Handbook of reading research, (Vol. 3, 269-284). New York: Longman.*

* Allen, J. (2007) Inside words: Tools for teaching academic vocabulary, grades 4-12. *Portland, ME: Stenhouse Publishers. (use as a resource)*

*Dalton, B. & Grisham, D. (2011). eVoc strategies: Ten ways to use technology to build vocabulary. The Reading Teacher, 64(5), 306–317.

November 1, 2017
Session 11: Academic Language and Vocabulary, Part 2
For Next Week: **Text Set Assignment*

November 8, 2017
***Session 12: Presenting Text Sets
DUE TODAY: TEXT SET ASSIGNMENT!
For Next Week: **Lent, R. C. (2016). Chapter 3: Writing within the disciplines.* This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area. *Thousand Oaks, CA: Sage Publishing, (p. 61-102).*

*Read: Willis, J. (2011, July 11). The brain-based benefits of writing for math and science learning. Retrieved from https://www.edutopia.org/blog/writing-executive-function-brain-research-judy-willis.

November 15, 2017
Session 13: Supporting Content-area Writing, Writing to Learn
For Next Week: * *Seo, B. (2007). Speaking My Mind: Defending the Five-Paragraph Essay. The English Journal, 97(2), pp. 15-16.*

Brannon, L., Courtney, J. P., Urbanski, C. P., Woodward, S. V. Reynolds, J. M., et al. (2008). The five-paragraph essay and the deficit model of education. The English Journal, 98(2), pp. 16-21.

November 22, 2017
NO CLASS! Happy Thanksgiving!

November 29, 2017
Session 14: Supporting Content-area Writing, Learning to Write
For Next Week: Turn in Your Multi-genre Paper!

December 6, 2017
***Session 15: Presenting Multi-genre "Papers"!
DUE TODAY: MULTIMODAL/MULTIGENRE LESSON PLAN AND RATIONALE "PAPERS"

ASSESSMENT PROCESS
Grades for EDUC 642 are based on five major assignments. The relative weights used for calculating the course grade are as follows:

Assignment	Percentage of Final Grade
Participation and Weekly Responses	20%
Understanding Ourselves as Discipline-Specific Readers	20%
Mini Lesson Enactment	15%
Text Set	15%
Final Multimodal & Multigenre Lesson Plan and Rationale	30%

Guidelines for Quality of Work
"A" Quality Work:
• Uses the stated requirements of the assignment to make thoughtful discoveries about literacy instruction in the content areas
• Demonstrates high levels of critical thinking, making connections among readings, course content, student thinking, data analyses, class discussions & online discussions
• Expresses ideas at a high level of integration, synthesis and application (whether through writing, oral or other)
• Is presented in a highly professional way (well-written, typed, carefully edited prior to final submission for grammar, spelling and punctuation)

"B" Quality Work:
• Fulfills the stated requirements of assignment
• Demonstrates critical thinking
• Expresses ideas clearly
• Is presented in a careful and thoughtful way but is in need of editing for grammar,
        spelling, and punctuation

"C" Quality Work:
• Does not completely fulfill stated requirements of assignment
• Demonstrates thinking on only an initial level
• Does not express ideas in a clear way
• Is presented in an adequate way

Revision Policy
I allow rewrites on major course assignments if students receive below an A, because we
know that revising and resubmitting can be a support for learning. However, I don't allow
rewrites on A work, because it's not about the points, it's about the learning, and if
students have already received an A, it means that this person has a strong understanding
of major ideas in the course. There's not much learning to be done by rewriting from a
93% to a 95%, for example.

Explanations of Course Assignments

Assignment 1: Participation and Selected Weekly Responses (10%)
This class is highly participatory, and much of your learning will occur through your
willingness to engage fully and openly in class activities, readings, and writings. Since
this is a course on supporting literacy and comprehension through content-area
instruction, I will take many opportunities to embed instructional strategies for supporting
literacy into our own coursework as a model for how you might do the same. Before,
during, or after selected course session, you will be asked to provide a variety of
responses to course readings, which will be designed to support comprehension and
engagement with the complex ideas that undergird a rich understanding of literacy and of
literacy instruction in the content areas. These brief responses will be assigned in class
and will typically be due at the start of the following class.
DUE: As announced in class

Assignment 2: Understanding Reading in the Disciplines (20%)
As we develop as highly literate people, which is required in college-level classes, we
often fail to notice the strategies we have developed to read well. In fact, failing to focus
on the reading strategies we use ourselves is a hallmark of reading expertise: It means
that we have learned to use comprehension strategies fluidly. We also tend to overlook
the way(s) our reading strategies and processes change, depending on the content-area
and discourse communities in which we are reading. Of course, more novice readers need
these expert strategies to become visible; they need access to high quality reading
strategies. This assignment will help you to notice explicitly the reading comprehension

strategies that you have developed to make sense of text, and—most importantly—to notice the ways that your reading strategies change across content areas. It will also help us to investigate how genre and medium (i.e., digital and non-digital texts), as well as our own personal histories and purposes for reading, influence the process of meaning-making. We will use this assignment as a foundation from which we can understand many of the teaching practices we can use to support students' comprehension of digital and non-digital text.

    a. Please select 4 short pieces (or excerpts of longer pieces) to read. These should:
        i. Represent reading in three different content areas
        ii. Represent reading in three different genres
        iii. Represent reading in three different modes
    b. In 3-5 double-spaced pages, please:
        i. Provide a brief summary of what you have read (provide an idea of what each text was about, the content areas, genres, and modes, as well as a description of how much you know about the topics represented in your reading).
        ii. Compare and contrast the reading strategies you used to understand each piece. You need to draw our textbook readings, specifically Tovani (2011) and Lent (2016), to help you think about these strategies in more depth. Be specific about the reading strategies you used in each case, how they were useful, whether they were useful across the pieces you read or if they were only useful in particular situations. Why do you think these strategies were or were not useful across pieces? How did you decide upon the strategies you would use? MOST IMPORTANTLY, how did these strategies serve you differently when you were reading for the purposes of different disciplines/content-areas?
        iii. Consider who you are and how this influenced your reading strategies: For what purpose did you read this piece? What kind of background knowledge do you have on this topic? How do you typically respond affectively to pieces like this? How did all of these factors influence the reading strategies you used and your ultimate comprehension? Were you part of the discourse community to which this piece was aimed? Why or why not?

DUE: Sept. 20, 2017 (Session 5)

Assignment 3: Embedding Literacy Support into a Content-area Mini-Lesson: Practicing in Front of Peers

The purpose of this assignment is to help you learn about - and see modeled - a variety of research-based literacy strategies designed to strengthen students' comprehension. You will choose a literacy strategy—or, if applicable, a combination of literacy strategies—to embed within a content-area lesson and present it to your peers. Please come to the designated class session prepared to teach your mini-lesson to a group of your peers who may or may not be in your content area (secondary) or who have chosen to teach a lesson in a different content area (elementary). You will use the literacy strategy that you chose

to help your peers understand a key disciplinary idea or concept as well as to support "students" in developing a literacy strategy. After teaching the mini-lesson to your peers, you will review the literacy strategy, why you chose it, and how you believe it helps students comprehend the key disciplinary idea you selected. After the mini-lesson, you will partner with one or more of your peer(s) to discuss the implementation of the lesson, as well as the relationship between the literacy strategy you taught, key disciplinary ideas, class activities you selected, and students' thinking about both the key disciplinary ideas and the literacy demands of the lesson. Your mini-lesson should be about 15 minutes long, and you will discuss the lesson with your peers for 10 minutes afterward. Peer-feedback guidelines will be provided to help guide the peer-feedback process/discussion.

The week following mini-lesson presentations, a written, critical reflection of your work will be due. The reflection should include:
- The content-area standard you were addressing
- The specific content-area learning goal you set (i.e., this is often <u>part</u> of the standard you hoped to support during your mini-lesson).
- The specific literacy learning goal you set
- A brief, 1-2 paragraph description of your plans for the mini-lesson, which includes an analytical discussion of how you planned for content-area and literacy learning goals to support one another
- A summary of "students'" thinking during the lesson, with specific examples (i.e., provide exact examples of "students'" written or verbal thinking), as well as your inferences about what they learned and have yet to learn in this area
- MOST IMPORTANTLY, YOUR PAPER SHOULD INCLUDE an analytical reflection, informed by your peer-feedback discussions, of how your "students'" thinking about key disciplinary ideas AND literacy strategies will lead you to adapt or modify the lesson in the future, and why. What will you strive to recreate? What will you tweak? What will you alter altogether? Why will you make these changes (based on what evidence)? After you have discussed the thinking that you uncovered from your peer-students, include a discussion of how you think actual students might respond to such a lesson, why you are making these assumptions, and what you need to keep in mind as you plan to embed literacy instruction into content-area lesson plans in the future.

DUE: Enactment: Oct. 11, 2017 (Session 8) & Reflection: Oct. 18, 2017 (Session 9)

Assignment 4: Text Set
For this assignment you will create a text set, which will be the focus of our learning in Session 7. Text sets are a valuable means of supporting students to better access key disciplinary ideas, to differentiate instruction for diverse literacy learners, and to leverage the value of reading and writing in your content-area classroom. Indeed, text sets can form the basis for content-area units or for a single day of instruction. Example text-sets will be shown in class, and you will complete this project independently. We will discuss our selected topics so that everyone creates a unique text-set and everyone can leave this course with access to a number text-sets designed to support a variety of units of study in your content area.

Your text set should be turned in as a well-organized presentation. It should include **six (6)** total digital or non-digital "texts." Of these six texts, **at least two** should be digital texts, and **four different genres** need to be represented. For example, you might choose texts from any of the following genres:

- Narrative text(s)
- Expository text(s)
- Picture book(s)
- Adolescent novel(s)
- Current events article(s)
- Blogs
- A Twitter feed
- A YouTube Video
- A Movie
- A Song
- A Photograph
- You guys are likely more hip than me, so keep thinking ☺

Your presentation should include:
- The grade level and content-area in which this text set would reside.
- A brief discussion of the key disciplinary idea(s) your text set is meant to support (HINT: Think about the standards here.)
- A brief (!) summary of each text, and an analytical description of the readability levels of each text (we will discuss what this means in class)
- A discussion of how each text supports a deeper understanding of key disciplinary ideas, and how you would use them in a class period or unit of instruction.
- A description of three students' academic strengths and areas for growth, evidence for those strengths and areas of growth, and a description of how this text set would support those students' content-area and literacy development (i.e., how would this text set help you to differentiate for your students' needs?).
- A description of at least two Writing-To-Learn activities that you might use in connection to one or more of these texts (not necessarily all six texts), given the learning goals you have for each of your students. One of your WTL activities must prompt critical questions about the topic of study that help students develop critical thinking and connections to their lives.

DUE: Nov. 8, 2017 (Session 12)

Assignment 5: Multi-genre/Multimodal Synthesis Lesson Plan and Rationale "Paper"
DUE: December 6, 2017

This is a summative "paper" in which you will synthesize your learning and thinking about teaching literacy across the content areas with a content-area lesson that you planned and taught (with literacy supports built in, of course). It is likely that you have, at this point in your careers, written a number of lesson plans, rationales for your lesson

plans, reflections upon your lesson plan, and perhaps even some analyses of student work. The goal of this assignment is to accomplish those four things, while also helping you to:

(1) make sense of your practice against the backdrop of the broader and/or deeper definition of literacy that you will develop throughout this course;
(2) make sense of your practice against the backdrop of your own synthesis of principles for rigorous and equitable content-area literacy instruction; and
(3) use a number of non-traditional, multimodal, or digital genres.

Why do you need to do this in a multimodal/multigenre format?
Multimodal and multigenre work will become an increasingly important aspect of disciplinary literacy instruction in light of the proliferation of digital technologies in the Digital Age. Understanding a number of modes and genres is also essential, because—as we will discuss in class—influential theories of literacy highlight that literacy is dependent upon the community, genre, and discipline in which you are expected to read, write, think, and speak. Each discipline uses it's own particular set of modes and genres, so you will asked to use these modes and genres as well. Several modules will provide background information on how to approach a multi-genre or multimodal paper. My hope is that this project will give you opportunities to:

(1) synthesize your learning about cross-curricular literacy instruction;
(2) participate in a new forms of literacy (AKA literacy practices); and
(3) understand the affordances and drawbacks of using non-traditional and digital literacies in your own classrooms

In brief, your project will need to include the following areas of thinking:
- A definition of literacy
- 4-5 Principles for High Quality, Rigorous, and Equitable Content-area Literacy Teaching
- Evidence of Content-area Literacy Teaching
- Analysis of three students' content area work (from the lesson you taught) and a consideration of how to use content-area literacy strategies to support these students' learning

PLEASE NOTE: These are brief guidelines. Please consult the rubric below for more complete details.

The design of this project is based upon:
Romano, T. (1995). Ch. 7: The multigenre research paper: Melding fact, interpretation, and imagination, p. 109-130. *Writing with Passion: Life Stories, Multiple Genres.* Portsmouth, NH: Boynton/Cook Heinemann.

More information can be found at Tom Romano's Multi-genre Research Paper website, from the University of Miami (Ohio):
http://www.users.miamioh.edu/romanots/index.html

The rubric is provided below:

	A	B	C and Below

Definition of Literacy (20%)	Your definition is creatively and thoughtfully presented, and it sheds new, insightful, or incisive light on the meaning of literacy **AND** *how your understanding of literacy enfranchises more students in your classroom/school.*	Your definition of literacy is thoughtfully presented; it is solid and straightforward, but not especially insightful. You make connections between your understanding of literacy and your students, but your connections could be more specific, probing, inventive or willing to take risks.	Your definition of literacy is perfunctory or incomplete.
Principles of Quality Content-area Literacy Teaching (20%)	You clearly and creatively articulate principles of high quality content-area literacy instruction. Your thinking is specific, probing, inventive and/or willing to take risks. **Your description of how these principles can positively influence your students' learning are specific and insightful.**	You clearly articulate principles of high quality content-area literacy instruction. Your thinking could be more specific, probing, inventive and/or willing to take risks. **Your understanding of how these principles might influence your students' learning needs to be more strongly specified.**	Your description of principles undergirding high quality literacy teaching is perfunctory, vague, or incomplete.
Evidence of Content-area Literacy Teaching	Teach one lesson in which you purposefully address your students' content area AND literacy development. Include an artifact from this lesson. Artifact examples	Includes an artifact, as described, with a **solid, but not inspiring,** discussion/explanation of this artifact in terms of your definition of literacy and/or your principles of quality	Discussion/explanation of this artifact in terms of your definition of literacy and/or your principles of quality content-area literacy teaching is perfunctory or incomplete.

	might include audio or video of classroom talk about content-area literacy; annotated student work; lesson plans; Prezi or PowerPoint from class, etc…). **The artifact needs to be provided as background information, but the grade will be based on a multi-genre or multi-modal approach to describing your rationale for the lesson.** You should also include an inspiring discussion/explanation of your artifact in terms of your definition of literacy and/or your principles of quality content-area literacy teaching. (Any videos should not exceed 5 minutes).	content-area literacy teaching.	
Analysis of Students' Content-area Thinking during the Lesson and Reflection Upon How to Support their Literacy in a Future Lesson	Include three examples of students' work which represent variety in students' thinking. Consider this work in terms of what it shows us about content-area thinking and how you might use literacy strategies to support these	Your analysis of student work meets all of the requirements, but it does not expand the readers'/viewers' understanding of student thinking, content-area literacy, or how to plan content-area instruction in light of students'	Your analysis of student work is perfunctory or vague.

	students in the future. Excellent work will make strong, thoughtful connections between students' content-area thinking, definitions of literacy, and principles you have derived about rigorous and equitable content-area literacy instruction.	thinking.	
Uses a Variety of Modes and Genres (5%)	Includes **4 different genres/modes**, of which: *at least 1* is digital, and *at least 1* is a genre that is common to a content area you teach	Includes **4 different genres/modes**, without attention to the other two stipulations (a digital text, a genre common to your content area)	**Does not** include 4 genres/modes
Quality of Multigenre/Multimodal Composition (10%)	The genres and modes you selected for your pieces are inventive and bring additional meaning to the piece.	The genres and modes you selected for your pieces are diverse, but do not bring additional meaning to the piece.	The genres and modes you selected for your pieces are perfunctory.
Professionalism (5%)	Paper is almost error free, or errors are clearly intentional and used to make meaning.	Paper should have been proofread more carefully. Errors trip the reader up, but do not detract from meaning.	Paper needs to be proofread more carefully; errors in punctuation and sentence structure obfuscate meaning.

CLASS EXPECTATIONS

Class Attendance: One of the most important aspects of the education profession is that of professionalism. Punctual attendance in class is expected. In addition, because much of the learning in this course occurs through in-depth participation in class activities, attendance is of the utmost importance. If, after careful consideration of your professional and personal obligation, you find that you need to miss a class, please notify me via email. You are still responsible for all class readings and portfolio entries, and you should follow-up with a class colleague to understand what you have missed. If you miss more than one class, you will need to set up an appointment with me so that we may discuss make-up assignments.

Disability Disclosure: If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

Honor Statement: As a professional educator, integrity is an expectation. Students in The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code available at: http://citadel.edu/r3/honor/manual.shtml. *Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.* This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources":

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).

Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)