



The University of Arizona  
Department of Teaching, Learning and Sociocultural Studies  
Language, Reading & Culture Program  
LRC 535 "Content Area Literacy in a Multicultural School"  
Summer, 2016

Professor: Dr. Suzanne Kaplan  
**Face to Face Class Times:** Fridays  
Room: UofA Classroom in Chandler  
**Online Class Times:** Mondays through Thursdays  
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### **COURSE DESCRIPTION**

This course explores literacy and culture in the secondary content area classroom. We examine how literacy tools are used to support students' engagement of ideas in the disciplines. Special attention is paid to the diversity of students; that is, students bring diverse linguistic and cultural backgrounds to the content area classroom, which affects teaching and learning success. Teachers in all content area classes play an important role in the literacy development of students. This course provides theoretical principles of literacy development, the nature of "text," and processes and practices related to teaching students in ways that support their comprehension and composition processes as they engage ideas in the classes you will teach.

Schools provide a rich setting in which to highlight and examine the cultural and social identities of students and their approach to literacy in the content areas. We will be involved actively in planning ways to use literacy for the construction of content area knowledge.

To meet 21<sup>st</sup> Century literacy demands, students need to be proficient in a variety of literacies. All students deserve frequent opportunities to read, write, listen, speak and view quality instruction as part of their learning of content area subject matter. Teachers who provide explicit instruction and opportunities to practice content-specific literacy tasks help students become independent learners.

## Course Objectives

The following underlined objectives are the Big Ideas around which this course is organized. Related Success Criteria (SC)/teaching standards--what you are expected to be able to *do* as a result of interacting with the conceptual--are listed. These success criteria correspond to the Professional Teaching Standards (InTASC Model Core Teaching Standards from the Arizona Department of Education) and ISTE NETS-T Standards (related to advancing digital age teaching and adopted as standards by the Arizona Department of Education).

In parentheses are the course assignments that are designed to help you to engage the concepts and success criteria around which this course is designed. In addition, the D2L discussion groups are opportunities for you to reflect on each of the concepts and goals below, their relationship to course content, and your personal knowledge and experiences. Further, course readings and class discussions are also related to the concepts and performance objectives/standards.

<b>Course Objective</b>	<b>Success Criteria</b>	<b>Standards</b>
<p>1. Literacy is the use of language tools (speaking, reading, writing) in different contexts to construct meaning, to communicate, and to evaluate experience.</p> <p>a. Literacy is relative; one may be literate in one context, or one culture, and not literate in another.</p> <p>b. The content area educator provides a context for students to learn to become literate in the culture and discourse of that content area.</p> <p>c. A teacher's literacy-related experiences and values regarding schooling and literacy affects his/her stance toward promoting</p>	<p>Success Criteria 1 (SC 1): The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (Literacy &amp; Learning Essay; Planning Portfolio)</p> <p>SC2: The teacher demonstrates an understanding that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. (Adolescent Literature; Literacy and Learning Essay; Planning Portfolio)</p> <p>SC3: The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. (Literacy &amp; Learning Essay; Adolescent Literature; Planning Portfolio)</p> <p>SC4: The teacher takes responsibility for promoting learners' growth and development. (Planning Portfolio)</p> <p>SC5: The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. (Literacy &amp; Learning Essay; Adolescent Literature; Planning Portfolio)</p> <p>SC6: The teacher demonstrates an understanding that</p>	<p><u>InTASC Standard 1, 2, &amp; 5</u> Standard #1 Indicators: b, e, g, j Standard #2 Indicators: d, j, l Standard #5 Indicator: r</p> <p><u>ISTE Standard 1</u> Standard #1 Indicators: a, c</p>

literacy.	<p>learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (Literacy &amp; Learning Essay; Adolescent Literature; Planning Portfolio)</p> <p>SC7: The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning. (Planning Portfolio)</p> <p>SC8: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments by promoting, supporting and modeling creative and innovative thinking and inventiveness and by promoting student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. (Planning Portfolio)</p>	
<p>2. The ways that literacy is <i>used</i> varies across cultures and content areas; understanding literacy practices as they vary across and within cultures and content areas increases our sensitivity to diverse students.</p>	<p>SC1: The teacher demonstrates an understanding that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs (Adolescent Literature; Planning Portfolio)</p> <p>SC 2: The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. (Adolescent Literature; Planning Portfolio)</p> <p>SC 3: The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. (Literacy &amp; Learning Essay; Adolescent Literature; Planning Portfolio)</p> <p>SC 4: The teacher brings multiple perspectives to the discussion of content, include attention to learners' personal, family, and community experiences and cultural norms. (Literacy &amp; Life Essay; Adolescent Literature; Planning Portfolio)</p> <p>SC 5: The teacher demonstrates an understanding that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (Literacy &amp; Life Essay; Adolescent Literature; Planning Portfolio)</p>	<p><u>InTASC Standard 1, &amp; 2</u> Standard #1 Indicators: e, h Standard #2 Indicators: d, j</p> <p><u>ISTE Standard Standard #1</u> Indicators: a, c</p>
3. The process of	SC1: The teacher creates developmentally appropriate	<u>InTASC Standard</u>

<p>becoming a reader and writer is a socio-psycholinguistic process: the acquisition of literacy tools to understand the world and to adequately communicate is on-going; one achieves literacy as one participates in constructing meaning in various contexts and cultures.</p> <p>a. Efficient and effective reading, writing, and studying can be taught; learning and literacy development will occur within meaningful and purposeful contexts.</p> <p>b. The linguistic and experiential diversity in our classrooms is a strength. It enriches and enhances the quality and quantity of learning that occurs.</p>	<p>instruction that takes into account individual learners' strengths, interests, and needs enabling each learner to advance and accelerate his/her learning. (Planning Portfolio)</p> <p>SC 2: The teacher demonstrates an understanding how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning. (Literacy &amp; Learning Essay, Planning Portfolio)</p> <p>SC 3: The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. (Planning Portfolio)</p> <p>SC 4: The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (Planning Portfolio)</p> <p>SC 5: The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. (Planning Portfolio)</p> <p>SC 6: The teacher creates opportunities for students to learn, practice, and master academic language in their content. (Planning Portfolio)</p> <p>SC 7: The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. (Planning Portfolio)</p> <p>SC 8: The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. (Planning Portfolio)</p> <p>SC 9: The teacher develops and implements supports of learner literacy development across content areas. (Planning Portfolio)</p> <p>SC 10: The teacher demonstrates an understanding critical thinking processes and knows how to develop learner's high level questioning skills to promote their independent learning. (Planning Portfolio)</p> <p>SC 11: The teacher engages all learners in developing higher order questioning skills and metacognitive processes. (Planning Portfolio)</p>	<p><u>1, 3, 4, 5, &amp; 8</u> Standard #1 Indicators: b, d Standard #3 Indicator: p Standard #4 Indicators: b, d, h, l Standard #5 Indicators: c, h, m Standard #8 Indicator: f</p> <p><u>ISTE Standard 1, 2</u> Standard #1 Indicators: a, c, d Standard #2 Indicator: a</p>
<p>4. Teachers balance several variables when teaching effectively: their</p>	<p>SC 1: The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs to enable</p>	<p><u>InTASC Standard:</u> 1, 2, 3, 4, 5, 6, 7, 8</p>

<p>own knowledge, the curriculum and related materials, the background knowledge and purposes of their students and the internal and external socio-cultural context of the classroom.</p>	<p>each learner to advance and accelerate his/her learning. (Planning Portfolio)</p> <p>SC 2: The teacher demonstrates an understanding how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning. (Planning Portfolio)</p> <p>SC 3: The teacher demonstrates an understanding that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (Planning Portfolio)</p> <p>SC 4: The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (Planning Portfolio)</p> <p>SC 5: The teacher demonstrates an understanding the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. (Planning Portfolio)</p> <p>SC 6: The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. (Planning Portfolio)</p> <p>SC 7: The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (Planning Portfolio)</p> <p>SC 8: The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. (Planning Portfolio)</p> <p>SC 9: The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. (Planning Portfolio)</p> <p>SC 10: The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. (Planning Portfolio)</p> <p>SC 11: The teacher demonstrates an understanding critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. (Planning Portfolio)</p>	<p>Standard #1: Indicators: b, d</p> <p>Standard #2: Indicators: j, m</p> <p>Standard #3: Indicators: i, p</p> <p>Standard #4: Indicators: b, d, h, l, o</p> <p>Standard #5: Indicators: c, h, m</p> <p>Standard #6: Indicators: a, r</p> <p>Standard #7: Indicators: a, d, g, k</p> <p>Standard #8: Indicators: f, n</p> <p><u>ISTE Standard:</u> 1, 2, 3</p> <p>Standard #1: Indicator: a</p> <p>Standard #2: Indicator: a</p> <p>Standard #3: Indicator: d</p>
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	SC 12: The teacher exhibits knowledge, skills, and work processes representative of innovative professional in a global and digital society by incorporating appropriate technology/digital systems and resources to their teaching plans. (Planning Portfolio)	
5. Student evaluation is a necessary part of good teaching and learning that is embedded in a teacher's conceptualization of teaching and learning and is also related to social and political issues.	<p>SC 1: The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (Planning Portfolio)</p> <p>SC 2: The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (Planning Portfolio)</p> <p>SC 3: The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. (Planning Portfolio)</p> <p>SC 4: The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. (Planning Portfolio)</p> <p>SC 5: The teacher takes responsibility for aligning instruction and assessment with learning goals. (Planning Portfolio)</p>	<p><u>InTASC Standard</u>: 1, 2, 3, 5, 6</p> <p>Standard #1: Indicators: d, h, j</p> <p>Standard #2: Indicator: a</p> <p>Standard #3: Indicator: p</p> <p>Standard #5: Indicator: r</p> <p>Standard #6: Indicators: a, e, r</p>

### **Required Course Texts**

Alvermann, D. E., Gillis, V. R. & Phelps, S. F. (2013). *Content area reading and literacy: Succeeding in today's diverse classrooms* (7<sup>th</sup> Ed). Upper Saddle River, NJ: Pearson.

Buehl, D. (2008). *Classroom strategies for interactive learning* (4<sup>th</sup> Ed). Newark, Delaware: International Reading Association.

Fisher, D. & Frey, N. (2008). *Improving adolescent literacy: Content area strategies at work* (3rd Ed.). New York, NY: Pearson, Merrill Prentice Hall.

Dr. Kaplan will provide additional course readings. All additional readings will be posted in a module on D2L.

### **Recommended Course Text**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

You can access this text on-line rather than purchasing a hard copy at:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Dr. Kaplan will provide additional course readings. All additional readings will be posted in a module on D2L.

Additionally, you will be asked to locate a grade appropriate *text* that you would use with students to support their mastery of content area literacy skills related to the content in the unit you design for Phase 1 of the portfolio signature assignment. The chosen text may not be a poem, play, or sheet of music. You will analyze this text in Phase 3 and you will create before, during, and after reading activities with this text for Phase 4. You will also create two literacy based lessons that focus on this text in Phase 8. This text could be a novel, a picture book with text, a short excerpt, a speech, etc. More about the selection of this text will be discussed in class on June 10<sup>th</sup>. Please do not attempt to locate this text until after we meet Chandler on June 10<sup>th</sup>.

Finally, you will become a member of an adolescent literature group in which each of you reads the same book that centers on a *culture different from your own*. Together you will create a conference poster that reveals how the book might potentially impact your future teaching with students who are not from your own cultural background. More information about choosing this book and the presentation will be provided.

### **COURSE FORMAT**

Most days this class will take place online. You will be expected to participate and complete activities everyday on-line and submit them to the class D2L dropbox by 11:59 pm on the due date.

However, for four days (June 10, 17, 24 and July 1) our class will be held at the UofA classroom in Chandler. Each of these classes will consist of learning experiences designed to provide opportunities to apply and construct course understandings and for me to model effective instructional, learning and student engagement strategies that develop students' content area literacy skills. It is vital that you are in attendance at each of these two class sessions.

## **Major Formative & Summative Assignments**

### ***Formative Experiences***

Formative experiences are those engagements, activities, and experiences that contribute to forming and informing course understandings. They allow me to monitor and adjust instruction and they provide you with information regarding your progress toward the learning goals and Big Ideas of this class. Each formative assignment with the exception of the on-line VoiceThread discussions must be uploaded to D2L. All assignments except the on-line VoiceThread discussions can be revised within 3 days of receiving feedback to receive full points.

#### ***1. VoiceThread Class Discussions***

You are required to participate in VoiceThread discussions with 3 to 4 peers 3 times during Summer Session 1. I will videotape myself using our D2L VoiceThread tool. In this video, I will review key ideas for the week and ask questions. After viewing the video, you will have some time to generate a response to the questions. After you have had time to think about the questions and generate a response, you will videotape a 3-minute response using the D2L VoiceThread tool. Your videotaped response must be posted by 11:59pm on Wednesday of each week. I will post my VoiceThread video by Monday of each week.

After you have posted your videotaped response, you will then watch your peers' videos for the small group you have been assigned to. Each of you will be placed in a weekly group of 3 to 4 classmates. You will need to watch each video and create another 3-minute videotaped response. This video will need to be posted by 11:59pm on Friday of each week.

Strong responses probe the big ideas of the readings for that week connect to our weekly in person class discussions and/or connect to prior readings and concepts in the course and are no more than 3 minutes. Each videotaped response will be worth 10 points. Each videotaped response to a peer will be worth 5 points.

By June 6<sup>th</sup>, I will post our first VoiceThread video in Week 1. This video will allow you the opportunity to practice using VoiceThread and creating a videotaped response. For the first week only, this VoiceThread "discussion" will be a whole group activity. My purpose for the videos this week is to begin to build a learning community in which we all know each other, build connections with one another and respect and value each other's thinking.

Check Start Here module under the Content tab of our class D2L site for the first VoiceThread video by June 6th. Watch the video and follow the directions to create your own 3-minute (or less) VoiceThread video in response to the questions I pose by 11:59 pm on June 8th. Then watch a few of your peers' videos and create a response to one of the videos by 11:59 pm on Friday June 10th. This first VoiceThread video "discussion" will be worth 10 points – 5 points for your first video and 5 points for your video response to a peer's video.

2. *Planning Portfolio.* (InTASC: 1-8; ISTE NETS-T: 1, 2, 3) ***This is a benchmark assignment for the course. You must pass the assignment to pass LRC 535. A passing grade is defined as an average score of “2” or above (across all categories) on the grading rubric.***

Each phase must be completed and approved prior to submitting the next phase. Complete descriptions of each phase can be found in the Planning Portfolio Phase Descriptions document located in Start Here module of our class D21 site. Examples can be found of each phase in the Example of the Phases module.

Each phase is worth 40 points for a total of 320 points toward your final formative grade.

Once I have approved each phase of the portfolio, you can then include it in your planning portfolio notebook (see summative assessments section of the syllabus). **You must use Times New Roman and size 12 font for each phase.**

- Phase One: Title, Big Ideas/Essential Questions, Learning Goals, Success Criteria, State Standards
- Phase Two: Getting to Know Your Students
- Phase Three: Analysis of Selected Text
- Phase Four: Vocabulary & Before, During and After Reading Strategies
- Phase Five: Groupworthy Tasks
- Phase Six: Formative and Summative Assessments
- Phase Seven: Resource Chart
- Phase Eight: Lesson Plans

Once a phase has been completed and uploaded to the dropbox on D21, you will receive feedback. If the phase needs to be revised, you will have 3 days to complete the revisions and resubmit. Your grade for the phase will be based on the revisions. If the revisions are not completed within 3 days, your grade for the phase will be based on the first dropbox submission.

I will guide you through each phase. Please do not try to begin a phase until instruction on that phase has occurred.

### Rubric for Assessing the Planning Portfolio (Benchmark)

The planning portfolio demonstrates evidence of the five course concepts and related InTASC standards.

	4	3	2	1
Phase One: Title and Conceptual & Performance Objectives  <i>InTASC            Standards:            4 &amp; 7            ISTE            Standards: 1 &amp;            2</i>	Artifacts provide strong evidence of effective planning utilizing design principles of planning: clearly articulated conceptual goals and performance objectives for incorporating literacy in the content areas consistent with State Standards.	Artifacts provide evidence of effective planning utilizing design principles of planning: conceptual goals and performance objectives for incorporating literacy in the content areas consistent with State Standards.	Artifacts provide some evidence of effective planning utilizing design principles of planning: conceptual goals and performance objectives for incorporating literacy in the content areas consistent with State Standards.	Portfolio artifacts provide little evidence of effective Planning utilizing design principles of planning: conceptual goals and performance objectives for incorporating literacy in the content areas consistent with State Standards.
Phase Two: Getting to Know Your Students  <i>InTASC            Standards: 1, 2,            3, 4, 5, 7, &amp; 8            ISTE            Standards: 1 &amp;            2</i>	Artifacts include a variety of ways to get to know students' background knowledge, experience, and interests in the concepts and behaviors to be taught. Artifacts are well –organized, clear, fresh and build community in the classroom.	Artifacts include ways to get to know students' background knowledge, experience, and interests in the concepts and behaviors to be taught. Artifacts are organized, clear, and contribute to building classroom community.	Artifacts reference some ways to get to know students' background knowledge, experience, and interests in the concepts and behaviors to be taught. Artifacts are limited and general in nature.	Artifacts are limited and fail to include ways to get to know students' background knowledge, experience, and interests in the concepts and behaviors to be taught.
Phase Three: Analysis of Resources  <i>InTASC            Standards: 4, 5,            7 &amp; 8            ISTE            Standards: 1, 2,            &amp; 3</i>	Artifact includes 5 analytical techniques to comprehensively and critically analyze a sample text the future teacher plans to assign.	Artifact includes a substantial analysis and critique of the text used in the unit by utilizing 3 or 4 analytical techniques.	Artifact includes a satisfactory text analysis utilizing 2 techniques .	Artifact includes 1 or no text analysis techniques of the text to be assigned to students.
Phase Four: Resources and Concepts	Artifact provides a wide variety of multi-modal resources (minimum of 15	Artifact provides a variety of multi-modal resources (10 -14 resources) organized by	Artifact provides less than 10 resources organized by coordinate concepts. A	Artifact provides less than 3 resources.

<p><i>InTASC Standards: 1, 2, 3, 4, 5, 7, &amp; 8</i> <i>ISTE Standards: 1, 2, &amp; 3</i></p>	<p>resources including digital, trade, academic resources) organized by coordinate concepts. A reference list accurately formatted according to APA guidelines is included.</p>	<p>coordinate concepts. A reference list formatted according to APA guidelines is included, but has several errors.</p>	<p>reference list is included, but is not formatted according to APA guidelines or has multiple errors.</p>	
<p>Phase Five: Before, During and After reading strategies</p> <p><i>InTASC Standards: 1, 2, 3, 4, 5, 7, &amp; 8</i> <i>ISTE Standards: 1 &amp; 2</i></p>	<p>Artifact demonstrates appropriate selection and development of reading instructional strategies that are appropriate for the text analyzed in Phase Three. The strategies appropriately contribute to student comprehension, vocabulary, and metacognition.</p>	<p>Artifact includes all of the elements of the assignment but the rationale for their selection is not clear.</p>	<p>Artifact lacks one or more of the elements of the assignment.</p>	<p>Artifact lacks the elements of the assignment.</p>
<p>Phase Six: Organization of Potential Activities</p> <p><i>InTASC Standards: 1, 2, 3, 4, 5, 7, &amp; 8</i> <i>ISTE Standards: 1 &amp; 2</i></p>	<p>Artifact organizes and lists a minimum of 5 possible unit activities for each of the coordinate concepts.</p>	<p>Artifact organizes and lists less than 5 possible unit activities for each of the coordinate concepts.</p>	<p>Artifact organizes and lists less than 3 possible unit activities for each of the coordinate concepts.</p>	<p>Artifact fails to organize and list possible unit activities for each of the coordinate concepts.</p>
<p>Phase Seven: Plans for formative and summative student evaluation</p>	<p>Artifact demonstrates thoughtful plans for evaluating students engagement in the ideas and uptake of the skills reflective of the unit plan.</p>	<p>Artifact is complete, but lacks rationale for formative and summative plans.</p>	<p>Artifact meets some of the requirements.</p>	<p>Artifact is incomplete and not thoughtful or clear.</p>

<i>InTASC Standards: 2 &amp; 6</i> <i>ISTE Standards: 1 &amp; 2</i>	Formative and summative plans are clearly described.			
Cultural and Linguistic Diversity  <i>InTASC Standards 1, 2, 3, 4, 5, &amp; 7</i> <i>ISTE Standards: N/A</i>	Student artifacts provide substantial evidence of understanding how literacy practices vary across and within cultures and draw on students' cultural and linguistic backgrounds to engage learners in culturally responsive ways.	Student artifacts provide evidence of understanding how literacy practices vary across and within cultures and draw on students' cultural and linguistic backgrounds to engage learners in culturally responsive ways.	Student artifacts provide some evidence of understanding how literacy practices vary across and within cultures and draw on students' cultural and linguistic backgrounds to engage learners in culturally responsive ways.	Student artifacts provide little to no evidence of understanding how literacy practices vary across and within cultures.
Organization and Professionalism	The portfolio is excellent in terms of organization, design, layout, and neatness.	The portfolio is effective in terms of organization, design, layout, and neatness.	The portfolio is generally acceptable in terms of organization, design, layout, and neatness, but may be lacking in one or more of these areas.	The portfolio is distracting and/or messy in terms of organization, design, layout, and/or neatness.
Completion of Required Elements  <i>InTASC Standards: 1, 2, 3, 4, 5, 6, 7 &amp; 8</i> <i>ISTE Standards: 1, 2, &amp; 3</i>	The portfolio is comprehensive, complete, contains all required elements and follows all guidelines in an exemplary manner.	The portfolio is thorough, complete, contains most of the required elements and follows the guidelines in a commendable manner.	The portfolio is satisfactory, mostly complete, but does not include some required elements. The portfolio follows the overall guidelines in a satisfactory manner.	The portfolio is incomplete. Required elements are partially complete or missing.

3. *A Literacy & Learning Memoir.* (InTASC: 1, 2, 5; ISTE NETS-T: 1) Write an essay (about 5 pages) describing the role literacy played in learning something of significance in your life. As appropriate, use class discussions, readings, and engagements to interpret and explain the significance of the experience being remembered. Address, at a minimum, the following questions: Describe the event: Why was this event significant? What role did reading/writing play have an influence on you? Could this experience have been better? If so, how? Make connections between what is being learned in this class

and that experience. The memoir should have a title, and be typed double spaced with 1" margins all around (turn in on D2L). The memoir is worth 50 points toward your final formative grade. **You must use Times New Roman and size 12 font.**

**See the Literacy Resources module for a memoir example and a reading by Dr. Anders that has an explanation of a literacy memoir. You will also find the rubric for the memoir as well as further instructions for writing the memoir in the Literacy Resources module.**

*Adolescent Literature.* (InTASC: 1, 2, 5) Read one of the suggested adolescent literature books representing a culture different from your own. A list of potential literature books can be found in Adolescent Literature Resources module. Literature groups of students reading the same book will be formed on July 11th. You will need to locate the literature book in a local library, bookstore, or on the Internet. However, please do not attempt to find a title until after we meet on July 11th.

Your group will create a conference style PowerPoint poster using the prompts on pages 9 and 10. I will provide you examples of conferences posters as well as a PowerPoint template of the poster. One person from your group will upload the group's poster to D2L. I will then place each poster on the News page of our D2L class site.

Once your group has uploaded your PowerPoint poster and I have placed it on the News section of our D2L site, you will then individually look at each poster and create a response to this question: ***Based on the posters, what connections can you make between culture, discourse and literacy?***

Additionally, you will be asked to rate your level of participation as well as those of your group members toward participating in the preparation of the PowerPoint Presentation. This will help build in individual and group accountability.

The PowerPoint poster together with your individual participation rating is worth 50 points toward your final formative grade.

**The following prompts must be addressed by your group on your PowerPoint poster**

- a) Why did your group chose to read this particular book?
- b) Summary of the plot
- c) What insights did your group gain about the culture portrayed in the book that you did not have prior to reading the book?
- d) How might these insights about the culture portrayed in the book impact teaching and learning
- e) What new insights have you gained about literacy and primary and secondary Discourses as a result of reading this book?
- f) What connections can you make between this book and other course readings?
- g) Based on your reading of this book, why is it important to be aware of students' background experiences and prior knowledge?
- h) What other thoughts do you want to share about the book and teaching content area literacy skills?
- i) References

4. *In Class Assignments.* During Summer Session 1, there will be a variety of other assignments that will help guide teaching and learning. Each of these assignments will be worth 25.

**Summative Experiences – All summative assessments will be due on July 7<sup>th</sup> by 11:59 in the D2l dropbox. No late summative assessments will be accepted.**

Summative experiences provide an opportunity to integrate, synthesize, and evaluate course learning.

- 1) **Planning Portfolio & Reflection.** In an electronic document, you will organize all 8 phases of the planning portfolio and the portfolio reflection (described below). Bring the e-portfolio to class on the day of the scheduled course final to share with your peers and to turn in. The e-portfolio is a professional resource that you might use when student teaching or in future teaching, or for an interview for your first teaching position; as such, the e-portfolio must include dividers and be professionally presented.

**See the description of the Portfolio Phases document located in the Start Here module for specific instructions for creating your final e-portfolio. The final e-portfolio is worth 360 points.**

## 2. Portfolio Reflection

Your e-portfolio concludes with your reflection of the portfolio experience. This reflection is worth 60 points toward your summative grade. Below are the reflection prompts. **Each** response must be at least 1 page long and written using Times New Roman and size 12 font.

**The portfolio reflection will be due along with the electronic portfolio on July 7, 2016 by 11:59pm in the D2l dropbox.**

1. What is your best piece of work in this portfolio and why?
2. If you had the chance to revise a phase, which phase would you choose and why?
3. Discuss the learning that occurred for you as you created the phases and how this learning might impact your future teaching.

3. **Course Reflection:** This reflection is worth 100 points toward your summative grade. Each response to the prompts below must be at least 2 pages in length and written using Times New Roman and size 12 font. **The course reflection will be due on July 7, 2016 by 11:59pm in the D2l dropbox.**

Review and consider the objectives for this course. Review the VoiceThread discussions, the engagement strategies modeled in class, the course readings, and class discussions. Then choose 3 of the courses' Big Ideas from this syllabus and discuss the learning that occurred for you in each area by answering the following questions for each Big Idea:

1. Describe the learning that occurred for you. What about the course did you find to be particularly helpful in regards to this particular Big Idea? What did you find less helpful? In what ways? **3 page minimum**

**Then respond to prompt 2:**

2. Discuss the commitment you have as a teacher for incorporating content area literacy and your discipline. What do you plan on *doing* to support students' content area literacy skills as a future teacher as a result of this course. 2 page minimum

Each response should be doubled space pages using Time New Roman font 12. Be sure to include in text citations and a reference page. This is a formal piece of academic writing. You must use APA formatting.

## **Grades**

Formative grades are averaged and a percentage computed. Summative grades are averaged and a percentage computed. Your final grade is the average of formative and summative grades provided that all assignment requirements have been met for a specific grade band. If you meet the percentage requirements for a particular grade band, but not the assignment or attendance requirements, then your grade will be dropped to the next letter grade.

Percentages and assignment requirements for a grade band are as follows:

1. All assignments completed and perfect attendance in Chandler plus an average summative and formative grade of 90-100 = A
2. 1 missing assignment and perfect attendance in Chandler plus an average summative and formative grade of 80-89 = B
3. 2 to 3 missing assignments or one absence in Chandler plus an average summative and formative grade of 70-79 = C
4. four missing assignments or 1 or more absences in Chandler plus an average summative and formative grade of 60-69 = D
5. more than 4 missing assignments, or 3 absences from Chandler = E

**Please note, that you cannot earn a grade of A if you are missing any formative or summative assignments. Late work will not be accepted unless arrangements for completing the assignment have been made with Dr. Kaplan prior to the due date of the assignment.**

## Major Assignments and Due Dates

1. Phase 1 – June 13<sup>th</sup>
2. Phase 2 – June 19<sup>th</sup>
3. Phase 3 – June 23<sup>rd</sup>
4. Phase 4 – June 28<sup>th</sup>
5. Phase 5 – June 30<sup>th</sup>
6. Phase 6 – July 2<sup>nd</sup>
7. Phase 7 – July 3<sup>rd</sup>
8. Phase 8 – July 5<sup>th</sup>
9. Literacy Memoir – June 18<sup>th</sup>
10. Adolescent Literature Posters – July 2<sup>nd</sup>
11. Adolescent Literature Reflections and Participation Rubrics – July 7<sup>th</sup>
12. Final E-Portfolio, E-Portfolio Reflection & Course Reflection – July 7<sup>th</sup>

\*Additionally, there will be other daily assignments. Please refer to each week's PowerPoint for these assignments.

## Course Policies

### Syllabus Policy

The syllabus for this course is subject to negotiation and change; grade and absence policies will not be changed. Talk with the Dr. Kaplan about any concerns you might have regarding the syllabus for this course.

### Attendance / Participation

In accordance with University policy, attendance is mandatory. Students are expected to arrive on time and attend all Wednesday classes. Attendance and full participation in class is expected. The class group will not grow as fully if you are not there. Your active participation and perspectives are vital to the group's growth in professional knowledge. Since we only meet face to face for 5 class, your attendance at each is expected and required.

If an emergency arises and you need to be absent from one of our Wednesday classes, you must notify me before class on the day of the absence and the reason for the absence must be justifiable and for the most part unplanned and unavoidable. Doctor's appointments, vacations, family events, or conflicts with work schedules do not constitute excused absences.

Under most circumstances, more than one excused absence or any unexcused absences will result in lowering your grade by one full letter. For example, if you were receiving an A in the course, the highest grade you could receive is a B. More than two excused absences are a serious cause for concern; they will necessitate a conference with me and may result in a failing grade for the course. As per university policy, "EXCESSIVE OR EXTENDED ABSENCES from class is sufficient reason for the instructor to recommend that the student be administratively dropped from the course."

Arriving to class on time and prepared is also very important. We will start class promptly each of the 5 Wednesdays. If you arrive more than 5 minutes late, or leave more than 5 minutes early, this will be noted. Three or more late arrivals or early departures constitute an unexcused absence. Again,

please be aware that excessive absences will result in significantly lowering your grade, and/or dropping you from the class.

If you are sick or have an emergency that requires you to miss or be late for Wednesday class, you should notify me as soon as possible. You should make arrangements for another student to gather handouts and take notes for you. You are responsible for catching up on any missed material.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02>

#### **Paper Format & Citations:**

All written papers must be typed and submitted electronically via D2L. Please use the following format for file names: yourlastname.doc Example: Kaplan.docx. Please submit files in Microsoft Word format (.doc or.docx). Please do not submit files in .pdf format. Also, please be sure to include your name, date, and assignment name on the first pages of each assignment. Unless otherwise noted, assignments should be double-spaced in 12-pt font and 1" margins. Characteristics of quality work include assignments turned in on time with accurate spelling, grammatically correct sentences, and proper punctuation. All assignments must include citations and a references list, formatted in APA style: <http://www.library.arizona.edu/search/reference/citation-apa.html>

I highly recommend that you begin a database of your references using a reference database such as EndNote, RefWorks, or Zotero, if you have not already. Use of these tools will save you time now and in the future. <http://www.library.arizona.edu/search/reference/citation.html#software>

The UA Writing Center offers one-on-one conversation with a writing consultant to assist you in your writing at any stage in the writing process: [http://english.arizona.edu/index\\_site.php?id=287](http://english.arizona.edu/index_site.php?id=287). You may find the following website to be helpful with APA documentation procedures: <http://owl.english.purdue.edu/owl/resource/560/01/>.

#### **Incompletes and Grade Dispute Policy**

**Requests for incompletes (I) and withdrawal (W)** must be made in accordance with University policies which are available at <http://catalog.arizona.edu/2015-16/policies/grade.htm#I> and <http://catalog.arizona.edu/2015-16/policies/grade.htm#W> respectively.

**Dispute of Grade:** Provide the acceptable time period for disputing a grade on a paper, project, or exam.

**Assignment Due Dates Policy**

Late work will not be accepted unless arrangements prior to the due date have been made with Dr. Kaplan. Please be aware that you cannot earn a grade of A if you have any missing formative or summative assignments. See page 10 of the syllabus for more information regarding grades.

Work on the 8 phases can be revised based on the feedback provided by Dr. Kaplan. You will have 3 days from the date feedback is provided in the dropbox section of D2I to revise a phase. If the phase is not revised within three days of receiving the feedback, the work will be graded based on the first date the phase was uploaded to D2I. It is imperative that you check the dropbox for feedback daily once an assignment has been submitted.

**Classroom Behavior Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. texting, chatting, reading a newspaper, making phone calls, web surfing, etc).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

**Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

**Accessibility and Accommodations**

**Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.**

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.**

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism available at:

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

### **UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination,

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

### **Additional Resources for Students**

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

### **Academic Integrity**

Academic dishonesty will not be tolerated under any circumstances, and will result in a failure to pass this course. Misrepresenting the words or ideas of another as your own is called plagiarism. The key to avoiding plagiarism is to develop good judgment in the fair attribution of words and ideas. You must credit the source whenever you (a) use the words of another (whether as a direct quote or as a paraphrase) or (b) reference a specific idea, argument, or fact from a given source. You should err on the side of caution and cite the source of any specific ideas (such as lesson plan ideas), concepts, or facts that you might use in a paper. For more information on what counts as plagiarism, how to avoid it, and university policies, see

<http://deanofstudents.arizona.edu/codeofacademicintegrity>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

### **Disability Statement**

The University of Arizona seeks to provide reasonable accommodations for all qualified individuals with disabilities. If you anticipate issues related to the format or requirements of this course, please meet with me. I would like to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how to coordinate your accommodations.

### **Our Class as a Safe Zone**

Please be assured that I support a space that respects all aspects of people including (but not limited to) race, ethnicity, gender expression, sexual orientation, socio-economic background, age, religion, size, and ability. I expect you to please do the same.

### **Behavior in an Instructional Setting**

It is assumed that students will not demonstrate disruptive behavior. See

<http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting> for more information. This includes:

- Possession of drugs, alcohol or firearms on university property is illegal.
- Smoking and soliciting are not allowed in classrooms. Eating and drinking only allowed with prior approval of the instructors.
- Pets, telephones, pagers and other electronic devices that distract students are not allowed in classrooms.
- Students creating disturbances that interfere with the conduct of the class or the learning of other students will be asked to leave and campus police may be contacted.
- The classroom should be a safe place; therefore, we expect students to respect the teaching/learning environment and each other. We do not tolerate any form of harassment (see Safe Zone statement above).
- All cell phones, pagers, and other electronic devices should be turned off in the University and school classrooms. If you have an emergency situation, you may set your phone on vibrate and step out of class to receive a call. This exception must be explained to the instructors prior to the class. Please be respectful of others in the community and leave all extracurricular texting, email, surfing, etc. for breaks outside of class time.

### **Threatening Behavior by Students:**

See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students> for more information.

- The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. Threatening behavior can harm and disrupt the University, its community and its families.
- "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.