

EDUC 306/592: Content-area Reading and Writing

Fall 2020

3 Credit Hours

Instructor: Britnie Delinger Kane, PhD

Class Time(s): 5:30-8:00 pm, Bond Hall 346

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COURSE OVERVIEW

Prerequisites: *None.*

Course Description: This course is part of the M.Ed. in Literacy Education program leading to certification as literacy teacher and literacy coach for qualified graduates. It is also a required course, according to the state of South Carolina's Read2Succeed Act, for those pursuing initial certification as a K-12 teacher or counselor.

Course Goals: The course focuses specifically on how educators can support K-12 students' literacy development in particular fields (or, as we will learn, discourse communities), so that students' reading, composing, speaking, and listening improves as does their learning in a variety of discourse communities. To meet this goals, 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—that experts use across the disciplines, and we will investigate instructional practices and create instructional 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. Thus, we will learn to better serve the needs of all students, including historically underserved groups and multi-language learners, to access key ideas in a variety of fields (i.e., science, math, social studies, English/Language Arts, physical education, and counseling).

Course Learning Outcomes:

Through completion of course readings, discussions, and activities, the candidate will have opportunities to:

- Interpret relationships between power, identity, culture, and language/literacy
- Compare and contrast common literacy practices across a number of disciplines and discourse communities
- To 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

- To create instructional plans intended explicitly to leverage the power of multiple modes of instruction (i.e., reading, composing, speaking, and listening) as a support for content-area learning
- To enact instruction that has potential to support equitably all students' literacy development *and* enriched understanding of key disciplinary concepts
- To evaluate their own and peers' instructional plans and enactments in terms of foundational ideas about supporting K-12 students' development in literacy and in specific content areas
- To demonstrate knowledge of the components of South Carolina's EEDA as this state law impacts the responsibilities of a literacy educator.

Required Textbook/Materials:

Lent, R. C. (2016). *This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing... Content Area by Content Area*. Corwin Literacy: Thousand Oaks, CA.

Tovani, C. (2000). *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Portland, ME: Stenhouse Publishers.

Recommended Textbook/ Materials: (*optional*)

Course Format:

This course will be offered in a hybrid format, alternating—generally speaking—between face-to-face and online course meetings. Specific course dates are outlined below on the course schedule. Online modules will open at class time (i.e., 5:30 pm on Wednesday evenings). Initial discussion board responses will be due on Monday nights (by midnight), and responses to peers will be due prior to our face-to-face class the following Wednesday.

COURSE RESOURCES

Writing/Tutoring Assistance:

Should you need support in writing papers or other course projects, I highly recommend that you visit the Writing Lab and Tutoring Center (in the Student Success Center in Thompson Hall), which offers one-on-one and group tutoring and consultations for students working on writing assignments.

Canvas /Citadel's Approved Learning Management System: Over the course of the semester, I may post reading notes, lesson plans, discussion prompts, self-guided lectures, grades, and other administrative information on the course Canvas site. Students must check Canvas each lesson for pertinent updates and other critical information.

COURSE POLICIES, EXPECTATIONS, AND REQUIREMENTS

COVID-19 Mandatory Mask Policy: You are mandated to wear a mask while in the classroom. If you do not wear a mask, you will be asked to leave class immediately and disciplinary action will be taken. Only time a mask can be pulled away in class is to drink water.

Updated Contact Information: Students must update contact information at the start of each semester to ensure instructor-student communication outside of Canvas, if required.

Course Material: Course material is for the sole use of students currently enrolled in the course and not for redistribution to electronic file sharing sites (share drives, Chegg, Course Hero, etc.).

Disability Policy: The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services for Students with Disabilities in the Student Success Center (117 Thompson Hall, 843-953-6877) to verify their eligibility and to identify appropriate accommodations. Students should speak to his/her professor and also make requests for academic accommodations to Services for Students with Disabilities during the first three weeks of the semester, except for unusual circumstances, so we can ensure these accommodations and facilitate student success.

Weather & Campus Emergencies: In case of adverse weather, or other campus emergency, critical information will be posted on the Bulldog Alert homepage, as well as pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway (or Canvas).

If you have not yet updated your contact information, or set up course notifications within Canvas, you should do so immediately.

Continuity of Instruction (COI): During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and Canvas. In the event of such an emergency, check your Citadel email account and Canvas course announcements for instructions. The following areas will also adjust during COI:

1. Online Course Requirements

- Computer
- Reliable Internet connection and software (DSL, LAN, or cable connection desirable)
- Access to Canvas
- Webcam
- Scanning (possibly with smartphone)

2. Course Structure

This course will be offered in a hybrid format, alternating—generally speaking—between face-to-face and online course meetings. Specific course dates are outlined below in the course schedule. All course materials will be available online through the Citadel’s Learning Management System, Canvas. You will need your Citadel CWID and password to login to the course from the Canvas home page (<https://lesesnegateway.citadel.edu/cp/home/displaylogin>).

3. Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

- Email the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL &DE) at ceitlde@citadel.edu
- Visit the Canvas tutorials found in your Citadel Online Student Resource course, or visit the HELP MENU in your course navigation bar.

4. Email

In this course we will use Canvas to send emails to your Canvas email account. Please check your messages regularly.

- Assignments will not be accepted via email.
- Check your Citadel email frequently and at least once daily.

I do my best to respond to email in a timely manner—during the week, please expect a response within 24 hours, if not sooner. On weekends, I check email less frequently. Please expect a response within one business day.

5. Discussion Forums

Discussion Forums are a way for you to engage with each other about the course content. Each lesson module will have a question that links to a forum. You can also access each forum by clicking on the Discussion Board link in the course navigation menu. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the prompt and follow the criteria outlined on the forum rubric.

6. Virtual Office Hours

I will be available for virtual office hours from 4:30-5:30 on Tuesdays before class. I am also available by appointment. Please email me at britnie.kane@citadel.edu.

7. Attendance Policy:

This course is heavily dependent upon participation, which means that, for face-to-face classes, you need to make every attempt to attend, in person, having read the material and ready for lively, insightful discussion. If you are unable to attend class, please let me know via email so that we can make arrangements for your continued learning and participation.

For online modules, attendance is defined by active participation. Logging into Canvas does not qualify as sufficient evidence of attending as per federal financial aid guidelines, and nonattendance may affect financial aid and/or veterans' benefits. Completion of tests, submission/completion of assignments, and participation in discussion forums are activities used to document enrollment. (Note: logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement). Students who have not documented enrollment and participation by the end of the official drop/add period will be administratively dropped from the roll as "never attended." Students who fail to maintain active participation throughout a distance education (online) course also may be administratively dropped after the official add-drop date without the possibility of reimbursement. For this purpose, an unexplained absence from the course for more than two weeks is considered "non-participation."

8. Complete Assignments

All assignments and discussions for this course will be submitted electronically through Canvas. Assignments and discussions must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. Late or missing assignments and discussions will affect the student's grade by 10% per day, unless prior arrangements have been made, and late assignments will not be accepted more than a week after the deadline, except in extreme cases

9. Code of Conduct:

Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students and cadets are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgement in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in "Regulations for Non-Cadet Students for Fall and Spring Semester And All Students,

Including Cadets, for Maymester or Summer School,” which can be found online at:
http://www.citadel.edu/root/images/cgc/cgc_catalog/cgc-academic-catalog.pdf

10. Academic Integrity Statement:

Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel’s Honor Manual and Honor Code apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-toleration. Cheating or evidence of academic dishonesty on any work submitted for evaluation will result in an "F" for both the assignment and the course. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional and negligent plagiarism. Plagiarism, intentional or negligent, may be referred as an honor violation. The complete Honor Manual may be found at:
<http://krausecenter.citadel.edu/wp-content/uploads/2019/08/2019-2020-Honor-Manual-WEB.pdf> and the Honor Code can be found in the CGC Course Catalog:
<http://www.citadel.edu/root/images/cgc/cgc-academic-catalog.pdf>

11. Student Use of Electronic Devices:

Many students find it useful to bring laptop computers or tablets to class for taking notes and access online materials. Of course, please do so in a manner that does not interfere with your learning or the learning of others. Students may not play games, work on other assignments, or use their electronic devices during class except for taking notes and/or completing instructor-assigned work.

ASSIGNMENTS

This course has six major assignments, as listed below.

ASSIGNMENT 1:

WEEKLY ASSIGNMENTS AND DISCUSSION BOARD PARTICIPATION RESPONSES

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. The use of these strategies is intended as a model for how you might use these strategies in your own work. 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.

ASSIGNMENT 2:

UNDERSTANDING YOURSELF AS A READER

As undergraduate and graduate students, you have all developed as highly literate people, making you expert readers and writers. Once we achieve expertise, 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 and automatically. 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, readers who are still developing expertise 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 (i.e., predominantly text-based, predominantly graphic, predominantly auditory, etc.)
- b. In 4-6 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 on 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. Discuss the complexity of the academic language (i.e., vocabulary, syntax, and discourse) of the pieces you read/viewed. Describe the discourse communities to which these pieces likely belong and why you think the author wrote each piece (i.e., author's purpose). How did these aspects of each text influence the reading strategies you chose to use as well as how you used them?
 - iv. Consider who you are as a person and how this influenced your use of 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? Were you part of the discourse community to which this piece was aimed? Why or why not? How did all of these factors influence the reading strategies you used and your ultimate comprehension?

ASSIGNMENT 3: DISCIPLINARY LITERACY IN DIGITAL

From the suggested texts listed below, please select one text that interests you, and which you think would be personally or professionally beneficial to know well. If you have another suggestion for a text, please meet with me to discuss whether or not it will fulfill the requirements of this course. Once you have picked a book, you may either work alone, with a partner, or with a small group to use a digital tool, broadly defined, to design an interactive presentation or activity that expands upon and encourages learning about several of the book's main findings or central themes. In particular, you will want to:

- a. Highlight main points from your book about literacy practices that characterize your discipline or area of study. How do individuals in your community of specialization read, write, speak, listen, and think? Please provide at least one digitally interactive example.
- b. Please include two instructional ideas for teaching students to read, write, speak, listen, and think in these ways.
- c. Describe why you selected the digital tool you did, and explain the benefits and drawbacks of the technology you selected for students' learning.

Your presentation should last 5-7 minutes and SHOULD BE ABLE TO BE USED WITHOUT YOUR DIRECT PRESENCE OR INTERVENTION. The goal of this assignment is to both (1) encourage critical thinking about how literacy in your area of specialization is similar to (and different from) literacy in other areas; and (2) to familiarize you with a host of technological tools you can use in your own work as an educator.

Suggested/Possible Digital Tools:

- Digital storyboards
- Canva
- Twitter
- Camtastia
- YouTube videos
- Podcasts
- Interactive, multimodal papers
- Webquest
- Prezi
- Bitmoji
- S'more
- FIND SOMETHING THAT INTERESTS YOU ☺

Recommended Books:

Social Studies

- Lesh, B. (2011). *“Why Won’t You Just Tell Us the Answer?” Teaching Historical Thinking in Grades 7-12*. Portland, ME: Stenhouse Publishers.
- Wineburg, S., Martin, D. & Monte-Sano, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. New York: Teachers College Press.

Math

- Horn, I. S. (2012). *Strength in Numbers: Collaborative Learning in the Mathematics Classroom*. Reston, VA: National Council of Teachers of Mathematics.
- Paulos, J. A. (2013). *A Mathematician Reads the Newspaper*. New York: Basic Books.

Science

- Windschitl, M., Thompson, J. & Braaten, M. (2018). *Ambitious Science Teaching*. Boston: Harvard Educational Press.

English

- Foster, T. C. (2014). *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. New York: HarperCollins Publishing.
- Prose, F. (2003). *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. New York: HarperCollins.

Counseling

- Frey, N., Fisher, D. & Smith, D. (2019). *All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond*. Alexandria, VA: ASCD.

Digital Literacy

- Wolf, M. (2018). *Reader, Come Home: The Reading Brain in a Digital World*. New York: HarperCollins Publishers.

ASSIGNMENT 4: TEXT SET

For this assignment you will create a text set, which will be the focus our learning in this course. 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 available on Canvas, and you will complete this project independently.

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:

- Personal Letter
- Speech
- Poem
- Letter to the Editor
- Picture book
- Adolescent novel
- Graphic novels
- Current event article
- Blog
- A Twitter feed
- A YouTube Video
- A Movie
- A Song
- A Photograph
- An Infographic
- 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
- The standard and 1-2 indicators your text set is meant to support
- A brief discussion of the academic language and/or reading comprehension strategies your text set is designed to support (i.e., my text set should support students in understanding the history of the word “alien” in immigration debates and will also focus on supporting students to present contrasting evidence using academic language)
- TEXT SELECTION: For each text, please include:
 - A **brief (!)** summary (please, no more than 1-2 sentences here)
 - A rationale for why you selected this text from the standpoint of the content you are trying to teach (i.e., the French Revolution, osmosis, coping mechanisms, Romantic literature, bullying, or a 3-2 offense in basketball). How does each text support a deeper understanding of key disciplinary ideas?
 - A rationale for why you selected this text from the perspective of supporting students’ literacy development (i.e., a discussion of text complexity, a discussion of how multiple cultures, backgrounds, and personhoods are represented, a discussion of how the genre, mode, and/or purpose of the text not only sheds light on the content you are trying to teach, but also how it supports students’ greater access to disciplinary ideas).
- INSTRUCTIONAL STRATEGIES: For the text set overall, please include:

- A description of two strategies for teaching vocabulary you might use alongside this text set, along with 2-3 key terms you would plan to teach using these strategies
- A description of two different instructional strategies you would use in order to support students' reading/viewing comprehension of one or more of the texts (i.e., text-self connections, jigsaw, collaborative annotation of text, gallery walks, etc.) and why you would use those instructional strategies to support students' comprehension of that/those particular text(s). How would these strategies support MLLs? Students of color?
- A description of two different Writing-To-Learn activities you would use in connection with one or more of these texts (not necessarily all six texts), along with a rationale for how your writing-to-learn assignments would support all students' content-area and literacy learning.
- **EQUITY AND DIFFERENTIATION:** How have you designed this text set to support striving readers and writers? How have you designed this text set to motivate, represent, and include multi-language learners and those students from groups who have been historically underserved in U. S. schools?

ASSIGNMENT 5: MINI-LESSON & REFLECTION

For your final major assignment in this course, you will plan a lesson in your area of expertise. You will write an initial draft of this lesson plan and receive feedback on it from myself and from a peer. In class, you will play the role of the teacher/counselor leading your students through an activity designed to support students' literacy and disciplinary learning. Your activity should be 10-15 minutes long.

REMEMBER: Most people plan WAAAY too much the first time they do this ☺. Don't worry, that's part of the learning process. A template will be provided for what you should be thinking about as you plan this small bit of instruction.

After you have engaged your peers in your mini-lesson, you will write a 1-2 page reflection, answering the following questions:

1. Please provide a few specific examples about what students knew and understood during this lesson (i.e., exact examples of students' written or verbal thinking and/or actions).
2. What do you think students learned and have yet to understand, based upon the evidence of students' thinking you provided?
3. How do you think your planning and implementation of instructional strategies influenced students' learning content-area learning? Why?
4. How do you think your planning and implementation of instructional strategies influenced students' learning literacy learning? Why?
5. How will you adapt and modify the lesson in the future? Why?
6. What will you keep in mind as you plan to embed supports for literacy into content-area lesson plans in the future?

ASSIGNMENT 6: FIELDWORK

Fieldwork often develops fluidly, depending upon the needs of our partner schools and institutions. Listed below are the expected fieldwork requirements for this course, by degree program. Please note that these are flexible, depending upon your placement, as well as contingencies related to the COVID-19 pandemic.

Initial Certification Students (MAT and BS): 10 Hours of Fieldwork

For this course, you will be required to complete 10 hours of work in P-12 schools. To meet this requirement, you will need to complete three of the five fieldwork assignments listed below. You may

choose which of these best fit your placement, if applicable, and inclination. To receive full credit for these assignments, you must also complete the accompanying written assignments, which are available on Canvas. These written assignments are due along with the final exam.

Fieldwork Assignment Choices

Assignment	What to Turn In for Each Experience:
Student Literacy and/or Interest Inventories	DUE: Completed Inventory
Observation Focused on Academic Language Demands and Supports	DUE: Reflection on Others' Teaching
Observation Focused on the Role of Inquiry and Collaboration in High Quality Instruction	DUE: Reflection on Others' Teaching
Observation Focused on the Role of Writing to Learn and Learning to Write in Content-area Learning	DUE: Reflection on Others' Teaching
Assisting Students in One-on-One Conferences	DUE: Reflection on Teaching
Teaching a Mini-lesson to a Small Group	DUE: Reflection on Teaching

Counseling Education Students: Interviewing a Counselor

To complete this assignment, you will contact a currently practicing professional counselor and ask him or her questions about how students' literacy influences their work as a counselor. You and your colleagues will collaborate to create a useful interview protocol, and you will ask 7-10 questions of a counselor, planning to be on the phone (or Zoom) for 20-30 minutes.

You will turn in:

1. Your interview protocol with a summary of answers from your interviewee
2. A 2-3 page written response in which you answer the following questions:
 - a. What surprised you about how your interviewees described the relationship between their work and students' literacy or literacy initiatives?
 - b. What was most helpful for you to hear?
 - c. How do you plan to use major concepts about literacy learning in your future work, given your interview(s) with school counselors?

Master of Education in Literacy: South Carolina Education and Economic Development Act Summary (EEDA)

All candidates enrolled in EDUC 592 are expected to read and understand the South Carolina Education and Economic Development Act (EEDA). Specifically, it is a state requirement for all candidates in teacher education programs to achieve the EEDA performance standards. You will demonstrate your knowledge of EEDA through a cohesive, well-written reflective paper of no more than 3-5 pages.

Please discuss each of the following components. You should relate each component to your future career as a literacy teacher and literacy coach:

1. Explain the career guidance process. Note: See South Carolina Education and Economic Development Act Guidelines. (EEDA Performance Standard # 1)
2. Discuss the curriculum framework for career clusters of study concept, its relevance to the Individual Graduation Plan. Note: See South Carolina Education and Economic Development Act Guidelines. (EEDA Performance Standard #2)
3. For the three grade groups (elementary, middle, and high school), explain the use of the career

guidance standards and competencies as specified in the South Carolina Comprehensive Developmental Guidance Counseling Program Model. Note: see pp. 10-15 of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model. Note: See South Carolina Education and Economic Development Act Guidelines. (EEDA Performance Standard #3)

4. Identify instructional strategies that promote core values (e.g., working with others, high self-esteem, positive affective climate, meaningful learning, etc.) in the school community. Note: See South Carolina Education and Economic Development Act Guidelines. (EEDA Performance Standard #4)

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 2017 Standards for Middle and High School Content Area Teachers:

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
<ul style="list-style-type: none"> • To interpret literacy as a set of cultural and discipline-specific practices, which are influential to our personal, cultural, and academic identities 	<ul style="list-style-type: none"> • Weekly Responses • Text Set • Principles of Effective Literacy Instruction in Practice 	CF 1, CF 2, CF 6, CF 13, ILA 1.1
<ul style="list-style-type: none"> • To compare and contrast similarities and differences in literacy practices that occur within and across particular disciplines 	<ul style="list-style-type: none"> • Weekly Responses • Understanding Yourself as a Strategic, Disciplinary Reader 	CF 1, CF 2, CF 6, CF 13, ILA 1.1
<ul style="list-style-type: none"> • To plan instruction that prioritizes literacy strategies aimed to support students’ literacy development in the context of discipline-specific instruction 	<ul style="list-style-type: none"> • Weekly Responses • Disciplinary Mini-lesson with Literacy Focus • Modeling Disciplinary Reading 	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

	<ul style="list-style-type: none"> Adapting Existing Lessons Text Set 	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Weekly Responses Infographic on Key Principles for Supporting MLLs in Literacy and in the Content Areas Analysis of Instructional Strategies for Teaching Vocabulary 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
<ul style="list-style-type: none"> To recognize, plan, enact, and explain how content-area instruction supports multi-language learners, as well as students from historically underserved groups, to develop discipline-specific literacy practices 	<ul style="list-style-type: none"> Weekly Responses Mini-lesson Enactment Text Set Multimodal & Multigenre Paper 	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

Course Grades:

Assignment	Percentage of Final Grade	Due Date
1. Participation and Weekly Responses	15%	As announced in class
2. Understanding Ourselves as Discipline-Specific Readers (Tovani Paper)	15%	Sept. 22, 2020
3. Disciplinary Literacy in Digital	15%	Oct. 27, 2020
4. Mini-lesson + Reflection	20%	Nov. 24, 2020
5. Text Set	20%	Dec. 1, 2020
6. Fieldwork <ul style="list-style-type: none"> Initial Certification (BS or MAT): Reading Inventory, Observations, and/or Fieldwork Reflections Counseling: Counselor Interview M.Ed. in Literacy: EEDA Paper 	15%	Dec. 8, 2020

Grading Scale:

Final Grading is based on the following scale:

A= 90-100%

B+= 87-89%

B=80-86%

C+= 77-79% %

C=70-76%

F=69 and below

COURSE SCHEDULE

Please Note: This schedule is subject to change based on the needs of the class and/or the inclement weather, etc. This is a provisional schedule only.

Assignments

Week	Topic	Outcomes/Standards	Assignments DUE
August 25, 2020 (F2F)	Introduction to Discourse Communities	By the end of this week, you will be able to: <ul style="list-style-type: none"> • Define literacy • Define discourse communities • Identify discourse communities to which you belong • Compare and contrast language use in particular discourse communities • Meet your peers and learn about the discourse communities with which they identify. 	None.
Sept. 1, 2020 (O)	Identity and Culture in Language Use	By the end of this week, you will be able to: <ul style="list-style-type: none"> • Analyze the ways that language use within discourse communities influences our identities and our views of ourselves. • Analyze valued literacy practices in academic discourse communities 	Please Read: <ul style="list-style-type: none"> • Gee, J. (2011). Language as saying, doing, and being. <i>Introduction to Discourse Analysis: Theory and Method</i>. New York: Routledge, p. 8-14. • Baker, J. (2002). Trilingualism. In Delpit, L. D., & Dowdy, J. K. (Eds.), <i>The skin that we speak: Thoughts on language and culture in the classroom</i>. (pp. 50-61). New York: New Press. • Dowdy, J.K. (2002). Ovuh dyuh. In Delpit, L. D., & Dowdy, J. K. (Eds.), <i>The skin that we speak: Thoughts on language and culture in the classroom</i>. (pp. 3-14). New York: New Press.

<p>September 8, 2020 (F2F)</p>	<p>How Experts Read: Content-area and Disciplinary Literacy</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Differentiate between content-area and disciplinary literacy approaches • Recognize content-area literacy strategies • Analyze the benefits and drawbacks of content-area literacy strategies 	<p>Please Read:</p> <ul style="list-style-type: none"> • Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents. <i>Harvard Educational Review</i>, 78(1), p. 40-59.
<p>September 15, 2020 (O)</p>	<p>Understanding Reading Comprehension Strategies</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Compare and contrast reading strategies common to your area of expertise with those from other areas of expertise • Evaluate your own reading strategies as an expert reader Analyze the ways that your reading strategies are influenced by the purpose and genre of a piece, as well as how reading digitally differs (for you) from reading in non-digital formats. 	<p>Please Read:</p> <ul style="list-style-type: none"> • Lent, R. (2016). Chapter two: Reading within the disciplines. <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing... Content Area by Content Area</i>. Thousand Oaks, CA: Sage Publishing. • Chapters 1 & 2 from: Tovani, C. (2000). <i>I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers</i>. Portland, ME: Stenhouse Publishers. • 2 self-selected chapters from Tovani, C. (2000). <i>I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers</i>. Portland, ME: Stenhouse Publishers.
<p>September 22, 2020 (F2F)</p>	<p>Text Complexity and Literacy Practices</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Evaluate multiple print and multimodal texts for complexity • Interpret a variety of software programs aimed at determining text complexity 	<p>Assignment 2 DUE: Understanding Yourself as a Disciplinary Reader</p> <p>Please read:</p> <ul style="list-style-type: none"> • Common Core State Standards. (2020). English Language Arts & literacy in history/social studies, science, and technical subjects: Appendix A: Research supporting key elements of the standards. Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf
<p>September 29, 2020 (O)</p>	<p>Speaking in the Disciplines:</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Define Academic Language 	<p>Please read:</p> <ul style="list-style-type: none"> • Gee, J. P. (2008). What is academic language? In Rosebery, A. S. & Warren, B. (Eds.). <i>Teaching Science to</i>

	Academic Language	<ul style="list-style-type: none"> • Compare and contrast the related concepts of Academic Language and vocabulary • Identify specific features of Academic Language in your discipline and other disciplines • Compare and contrast uses of Academic Language across informal, school-based, and professional examples in your area of expertise. 	<p><i>English Language Learners: Building on Students' Strengths.</i> Arlington, VA: NSTA, National Science Teachers Association, pp. 57-70.</p>
Oct. 6, 2020 (F2F)	Academic Language, Disciplinary Literacy & the Digital World	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Analyze video of instruction to understand how teachers' teaching supports students to develop both content-area knowledge and greater facility with academic language • Understand how digital literacies intersect with academic language 	<p>Please read:</p> <ul style="list-style-type: none"> • Leu, D. J., Forzani, E., Rhoads, C., Maykel, C., Kennedy, C. & Timbrell, N. (2014). The new literacies of online research and comprehension: Rethinking the reading achievement gap. <i>Reading Research Quarterly</i>, 0(0), pp. 1–23. doi:10.1002/rrq.85
October 13, 2020 (O)	Disciplinary Literacy in Digital Assignment	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify literacy practices common to your area of specialization • Recognize your own biases and purposes related to using digital media in classrooms • Create a digital and multimodal project using common educational tools 	<ul style="list-style-type: none"> • Chapters 1-3 of your selected text + 2 chapters in which you are interested

<p>October 20, 2020 (F2F)</p>	<p>Analyzing Academic Language Instruction</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Synthesize readings related to academic language and reading comprehension • Analyze how teachers' teaching supports students to develop both content-area knowledge and greater facility with academic language 	<p>Please read:</p> <ul style="list-style-type: none"> • Lent, R. (2016). Chapter four: Inquiry within the disciplines. <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area</i>. Thousand Oaks, CA: Sage Publishing, p. 103-124. • Lent, R. (2016). Chapter five: Collaborative learning. <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area</i>. Thousand Oaks, CA: Sage Publishing, p. 145-167.
<p>October 27, 2020 (O)</p>	<p>Presenting Disciplinary Literacy in Digital Projects + Introduction to Text Sets</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Define text sets • Consider your own experiences with text sets, as well as how they supported your content-area and literacy learning. • Brainstorm ideas for your own text set. 	<p>Assignment 3 DUE: Disciplinary Literacy in Digital</p> <p>Please read two resources on text sets:</p> <ul style="list-style-type: none"> • Clift, R. & Freedman, L. (2011). The way school should be: Navigating learning with text sets. <i>Worlds of Words</i>, The University of Arizona. Retrieved from https://wowlit.org/blog/2011/05/02/the-way-school-should-be-navigating-learning-with-text-sets/ • Robb, L. (2002). Multiple texts: Multiple opportunities for teaching and learning. <i>Voices from the Middle</i>, 9(4), p. 28-32. • Read. Write. Think. (n. d.). Creating text sets. Retrieved from http://www.readwritethink.org/files/resources/lesson_images/lesson305/creating.pdf • Text Sets: Providing Possibilities for Adolescent Readers (PowerPoint Presentation) http://www3.canisius.edu/~justice/CST_module-final/iraGoodman-text%20sets.pdf
<p>Nov. 3, 2020 (O— Election Day)</p>	<p>Vocabulary as Word Knowledge</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain the relationship between high quality oral language, natural contexts for vocabulary learning, 	<p>Please read:</p> <ul style="list-style-type: none"> • Required: Nagy & Scott (2000). Vocabulary processes. In M. L. Kamil, P. Mosenthal, P. D. Pearson & R. Barr (Eds.). <i>Handbook of Reading Research</i>, (Vol. 3, 269-284). New York: Longman.

		<p>and vocabulary development</p> <ul style="list-style-type: none"> • Use digital and non-digital vocabulary strategies to learn new vocabulary words • Evaluate what aspects of word knowledge these strategies support you to learn 	<ul style="list-style-type: none"> • Optional: Graves, M. F. & Watts-Taffe, S. M. (2002). The place of word consciousness in a research-based vocabulary program. <i>What Research Has to Say about Reading Instruction</i>, 3, 140-165. • Outstanding Resource in this Area: Allen, J. (2007). <i>Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12</i>. Portland, ME: Stenhouse Publishers.
<p>November 10, 2020 (F2F)</p>	<p>Designing Instruction to Support Disciplinary Literacy & Fieldwork</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Draft an outline of a mini-lesson that supports students to develop and use academic language (i.e., the language of your field) 	<p>Please read:</p> <ul style="list-style-type: none"> • Wiggins, G. & McTighe, J. (2005). Introduction to Chapter 1: Backward Design. In <i>Understanding by Design</i>, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
<p>November 17, 2020 (O)</p>	<p>Writing to Learn & Learning to Write</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Synthesize course readings to describe how writing can support learning in your discipline • Create creative writing pieces as a way to "write to learn" • Evaluate how creative writing supported your understanding of disciplinary concepts • Adapt RAFT writing assignments to better support disciplinary concepts 	<p>Please read:</p> <ul style="list-style-type: none"> • Lent, R. (2016). Chapter three: Writing within the disciplines. <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area</i>. Thousand Oaks, CA: Sage Publishing. • Nunnally, T. E. (1991). Breaking the Five-Paragraph Theme Barrier. <i>The English Journal</i>, 80(1), 67-71. • Wesley, K. (2000). The Ill-effects of the five paragraph theme. <i>The English Journal</i>, 90(1), 57-60.
<p>November 24, 2020 (F2F)</p>	<p>Enacting Instruction that Supports Content-area and Literacy Development</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Enact instructional plans that draw upon a number of texts of different genres and modes 	<p>Assignment 4 DUE: Mini-lessons</p> <ul style="list-style-type: none"> • SKIM: Daniels, H., Zemelman, S. & Steinke, N. (2007). Ch. 2: Writing to learn. <i>Content-area writing: Every Teacher's Guide</i>. Portsmouth, NH: Heinemann. p. 20-29.

		<ul style="list-style-type: none"> Identify key vocabulary in content-area standards Design instructional activities to support that vocabulary Design writing to learn activities that build upon selected texts to enrich students' access to key ideas and ways of thinking in your area of study 	<ul style="list-style-type: none"> SKIM: Daniels, H., Zemelman, S. & Steinke, N. (2007). Ch. 3: Quick writes: Easy writing-to-learn strategies. <i>Content-area writing: Every Teacher's Guide</i>. Portsmouth, NH: Heinemann. p. 30-67.
Dec. 1, 2020 (O)	Multimodality as a Literacy Support v. Multiple Intelligences	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Differentiate between multimodal instructional approaches and those that rely upon the theory of multiple intelligences Identify erroneous applications of the theory of multiple intelligences 	<p>Assignment 5 DUE: Text Set Presentations Please read:</p> <ul style="list-style-type: none"> Edutopia. (2016). Multiple intelligences: What the research says. Retrieved from https://www.edutopia.org/multiple-intelligences-research Strauss, V. (2013). Howard Gardner: Multiple intelligences are not 'learning styles.' Washington Post. Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2013/10/16/howard-gardner-multiple-intelligences-are-not-learning-styles/?arc404=true
December 8, 2020 (O)	EXAM DATE	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Create a set of texts capable of supporting all students' access to content-specific and literacy learning Provide a rationale for how particular texts can support content-specific and literacy learning Evaluate a number of instructional strategies in terms of their ability to 	<p>Assignment 6 DUE:</p> <ul style="list-style-type: none"> MAT: Field Experiences Counseling: Counselor Interview MEd in Literacy: EEDA Paper

		support students' literacy learning	
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