ED524: Language, Literacy and Learning
Bard MAT Los Angeles— Quarter, Summer 2018
Tuesdays 5:00pm-8:00pm (possibly 5-7:30 with no break)

Instructor	**Contact Info**	**Office Hours**
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"Once you learn to read, you will be forever free." **— Frederick Douglass**

Course Description:

K-12 teachers have become increasingly aware of a disconnect between the sociocultural discourse practices of adolescents and the academic discourse practices adolescents are expected to perform in school. This course begins with the question "What is literacy?" and connects the research in theoretical models of literacy learning with applied practices in reading, writing, and technology that are particularly relevant to learning in the disciplines.

Questions:

- What *is* literacy?
- What is the relationship between literacy and disciplinary learning?
- How does context affect literacy acquisition and use both inside and outside of classrooms?
- How is literacy mediated by a student's cultural, linguistic, and/or socioeconomic backgrounds? How is this especially relevant to the context of teaching in Los Angeles?
- How will you use literacy to assess students' understanding in meaningful and informative ways?

In this course we will:

1. Discuss strategies for teaching literacy in k-12 classrooms.
2. Explore the relationships between schooled and unschooled literacy development and the historical development of literacy.
3. Systematically analyze the needs of students living in under-resourced communities, including English Language Learners, and complete a case study aimed at tailoring instruction to individual student needs.
4. Discuss the markers of "struggling readers" and how to design lessons to support reading development for adolescent learners.

Goals and Overview of Requirements

In this course, we first consider what it means to be literate in our society within nested social, cultural, linguistic, and academic contexts. Second, we consider the literacy demands of your particular discipline and how to support children and adolescents' learning in your classroom. Finally, we work to develop a repertoire for using literacy strategies to teach more effectively. The following tasks support these goals (detailed guidelines for each task can be found at the end of the syllabus).

- **Class Participation**: Our class meetings are designed to be lively and stimulating. Your participation and preparation is, therefore, an important factor. ***Ongoing***. **25%**
- **Reading Discussion Lead**: You will be assigned 2 separate weeks in which you and a partner(s) will lead our reading discussion and activity for the week (60'ish minutes). This is an opportunity for you to practice a discussion strategy in a safe space. ***Ongoing***. **20%**
- **Literacy History**: To reflect on the role and status of literacy in your own life, you will write a history of your literacy development. ***Due 5/22***. **15%**
- **Literacy Strategies Notebook**: To develop your repertoire for using literacy strategies, you will compile a "literacy strategies notebook" based on what you learn from your reading and research. The notebook will include demonstrations of how you intend to use select literacy strategies to teach disciplinary content. ***Due 6/12***. **15%**
- **Literacy Project (TBD)**: ***Due 7/12***. **25%**

Required Materials

Beers, K., Probst, B. & Rief, L. (2007). *Adolescent literacy: Turning promise into practice.* Portsmouth, NH: Boynton/Cook. ISBN: 0325011281

Daniels, H. & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading.* Portsmouth, NH: Boynton/Cook. ISBN:0325005958

Note: All assignments should conform to APA format and include references Final grading will follow this structure:

A	A-	B+	B	B-	C+	C	C-	D	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	63-66	Below 63

Policies and Procedures

Written work

All work submitted for class should be formatted according to APA guidelines, unless otherwise stated, and should include citations for all works cited in your text. *APA differs significantly from MLA: it is your responsibility to familiarize yourself with the appropriate citation style. Papers submitted in MLA formatting for this course will be returned to the author for revision.

Late work

Late work will only be accepted if you have made prior arrangements with me in advance of the due date NOT via email (either in person or via phone). Late work will be marked down depending upon the date in which it is submitted.

Plagiarism

Plagiarism consists of copying or paraphrasing too closely the words, ideas, sequence of ideas, or insights of another person or source without giving that person or source appropriate credit. An act of plagiarism will be taken seriously and will result in a failing grade; all academic dishonesty offenses are reported to the office of student conduct. For an overview of academic dishonesty at Bard, please consult the MAT Graduate Student Handbook and visit http://inside.bard.edu/doso/handbook. If you have questions about citing your sources appropriately or about how to avoid plagiarism, please do not hesitate to consult with your instructors.

Course Calendar

Date	Topic	Readings (readings correspond with the week they are DUE)
Week 1: 5/8	What is Literacy?	
Week 2: 5/15	Literacy in the Disciplines GUEST: Brande Jackson with Living Histories: http://www.living-histories.us Sign up for facilitating class reading activities for the next 8 weeks and choosing films/TV shows to examine under the umbrella of literacy/teaching and learning ("The Class", "Welcome Back Kotter" and…?)	1. **Gee**, "Reading as situated language: A sociocognitive perspective" 2. **Alvermann,** "Multiliterate youth in the time of scientific reading instruction" (In Beers) 3. **Common Core Standards,** "Introduction" 4. **Daniels and Zemelman**, Chapter 1 5. **Moje**, "Foregrounding the disciplines in secondary literacy teaching and learning" 6. **Smagorinsky,** "Alternatives to teacher led discussions"
Week 3: 5/22	Critical Literacy & Bringing the community into your classroom Spector & Jones "Reconstructing Anne Frank" in class STUDENT FACILITATORS: * LITERACY HISTORY PROJECT DUE	1. **Janks**, " Domination, Access, Diversity and Design: a synthesis for critical literacy education" 2. **Jones**. "Silence Louder than Drums"
Week 4: 5/29	Acquiring Cognitive Tools for Reading STUDENT FACILITATORS:	1. **Daniels & Zemelman,** Chapter 5 Additional Readings TBD
Week 5: 6/5	Literacy in the New Media Age STUDENT FACILITATORS:	1. **Ito et. al.** "Living and learningwith new media:Summary of findings from the Digital Youth Project" 2. **New London Group**, "A pedagogy of multiliteracies: Designing social futures" 3. **Morrell & Duncan-Andrade**, "Popular culture and critical media pedagogy in secondary literacy classrooms".
Week 6: 6/12	Writing in the Content Areas STUDENT FACILITATORS:	1. **Smagorinsky,** "Teaching Writing Within a Unit Design"

	*Literacy Strategies Notebook Due	
Week 7: 6/19	CA Common Core State Standards (CA CCSS) STUDENT FACILITATORS:	1. **Partnership for 21st Century Skills**, "P21 Framework Definitions" 2. **CDE**, *California Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* 3. **Brenner, Pearson, & Rief,** "Thinking through assessment" (In Beers) 4. **Afflerbach** "Important issues and concepts in reading assessment" **and** "Performance assessment"
Week 8: 6/26	"Struggling Readers": Who are they and how can we meet their needs? GUEST: Elizabeth Silber	1. **Armbruster, Lehr & Osborn**, "Put Reading First: The Research Building Blocks of Reading Instruction." 2. **Schoenbach et. al**., "Developing academic literacy" **and** "Motivating students to take control of their reading" 3. **Jackson & Cooper,** "Building academic success with underachieving adolescents" (In Beers) 4. **Daniels and Zemelman,** Chapter 11
Week 9: 7/3	Meeting the Needs of English Language Learners GUEST: Dr. Robert Montes	1. **Aguilar, Fu, and Jago,** "English Language Learners in the classroom" (In Beers) Additional Texts TBD
Week 10: 7/10	What is Literacy? Revisited Class Presentations •**Literacy PROJECT Due**	

Written Assignment Details

LITERACY HISTORY ASSIGNMENT

Assignment Description: In 4-5 pages, write an autobiographical reflection that highlights the most critical moments of your literacy development. What role has literacy played in your own life? What are the most influential texts you have read, and why? Do you think of yourself as a writer? What were the most positive events in your literacy history, and what were the most challenging? Who was behind those experiences, and what other contextual factors contributed to those events? Finally, reflect on your experiences of literacy in relation to your discipline (English or history).

Due 5/22/18

LITERACY STRATEGIES NOTEBOOK ASSIGNMENT

Assignment Description: The goal of this task is to provide you with a repertoire of literacy strategies to support your students' learning and engagement in your subject area. As you become a teacher, you will continually apply, evaluate, and refine how to use literacy strategies in support of your instructional goals.

Include **10 literacy strategies** (derived from classes, your readings, and/or your observations in schools) in your notebook. In your final product, you will include an actual example for how you would use each strategy. Also, you will provide a brief rationale—a paragraph or two—for how your selected strategy supports your instructional objectives. The purpose is to develop a professional set of resources that you can continue to use and expand over time. Former students of the MAT report that this project is extremely valuable as they embark on their field placements and beyond.

Due : 6/12/18

LITERACY PROJECT AND PRESENTATION ASSIGNMENT – To be discussed (TBD)

Due: 7/10/18

Readings

Afflerbach, P. (2007). *Understanding and Using Reading Assessment, K-12*. Newark, DE: International Reading Association.

Armbruster, Lehr & Osborn. (2003). *Put Reading First: The Research Building Blocks of Reading Instruction.* Center for the Improvement of Early Reading Achievement (CIERA).

Bomer, R. (2011). *Building adolescent literacy in today's English classrooms.* Portsmouth, NH: Heinemann.

California Department of Education. (2013). *California Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*

California Department of Education. (2014). *California English Language Development Standards*

Gee, J. P. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent and Adult Literacy, 44*(8), 714-725.

Janks, H. (2000). Domination, access, diversity, and design: a synthesis for critical literacy education. *Educational Review, 52*(2), 175-186.

Jones, S. (2006). *Girls, social class, and literacy*. Portsmouth, NH: Heinemann.

Kieffer & Lesaux, Morphing into adolescence: Active word learning for English language learners and their classmates in middle school.

Luke, A. & Freebody, P. (1999, October 26). Further notes on the four resources model. *Reading Online.* Available http://www.readingonline.org/research/lukefreebody.html.

Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent and Adult Literacy.* 52(2), 96-107.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connecting homes and classrooms. *Theory into Practice, 31*(2), 132-141.

Morrell, E., & Duncan-Andrade, J. (2006). Popular culture and critical media pedagogy in secondary literacy classrooms. *The International Journal of Learning, 12*(9), 273-280.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review, 66*(1), 60-92.

Partnership for 21st Century Skills. (2009). P21 Framework Definitions.

Schoenbach, R. Greenleaf, C., Cziko, C., Hurwitz, L. (1999). *Reading for understanding: A guide to improving reading in middle and high school classrooms.* Portsmouth, NH: Jossey-Bass

Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units.* Portsmouth, NH: Heinemann.

Spector, K. and Jones, S. (2007). Constructing Anne Frank: Critical literacy and the Holocaust in 8th grade English. *Journal of Adolescent and Adult Literacy*, 51(1), 36-48.

Teacher Performance Expectations for this course

TPE 3: Understanding and Organizing Subject Matter for Student Learning
3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. [Introduce, Practice, Assess]
3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. [Introduce, Practice]
3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. [Introduce, Practice, Assess]

TPE 6: Developing as a Professional Educator
6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. [Introduce, Practice, Assess]
6.3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. [Introduce, Practice, Assess]

Subject-Specific Pedagogical Skills

The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. [Introduce, Practice]
Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators. [Introduce, Practice]

Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

3. Teaching History-Social Science in a Single Subject Assignment
Beginning Single Subject History-Social Science teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in history-social science and applicable English Language Development Standards. [Introduce, Practice]
They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for students. [Introduce, Practice]
Beginning teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about the past, help students understand advanced economic principles and personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. [Introduce, Practice]
Beginning teachers help students understand that these disciplines play a vital role in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. [Introduce, Practice]
Beginning teachers should help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. [Introduce, Practice]
Beginning teachers also use time lines and maps to reinforce students' sense of temporal and spatial scale. [Introduce, Practice]

They teach students how social science concepts and themes provide insights into historical periods and cultures. [Introduce, Practice]
They help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. [Introduce, Practice]
Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject- relevant texts and graphic/media representations presented in diverse formats. [Introduce, Practice]
Beginning teachers also teach students to write argumentative and expository text in the content area. [Introduce, Practice]
Additionally, beginning Single Subject History-Social Science teachers connect understandings of people, events, and debates to broad themes, concepts and principles; and they relate history-social science content to broader contextual understandings so that students better understand their current world. [Introduce, Practice]
They teach students how cultural perspectives inform and influence understandings of history. [Introduce, Practice]
They select and use appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture. [Introduce, Practice]
Beginning teachers ask questions and structure academic instruction to help students recognize implicit and explicit bias and subjectivity in historical actors. [Introduce, Practice]
They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues) and encourage students to reflect on and share their insights and values. [Introduce, Practice]
They design activities to illustrate multiple viewpoints on issues. [Introduce, Practice]
They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area. [Introduce, Practice]
Beginning teachers monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives. [Introduce, Practice]
They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. [Introduce, Practice]
Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. [Introduce, Practice]

Teacher Performance Expectations (TPEs) for us to record

TPE	Element: Beginning Teachers…	*How is this goal being introduced, practiced, or assessed (i.e., instruction, projects, texts, assignments, etc.)? Students will fill in as we go each week!*
TPE 1: Engaging and Supporting All Students in Learning	1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. **[Introduce and Practice]**	
	1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. **[Introduce and Practice]**	
	1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. **[Introduce and Practice]**	
TPE 2: Creating and Maintaining Effective Environments for Student Learning	2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom. **[Introduce]**	
TPE 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. **Introduce and Practice]**	

	3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. **[Introduce and Practice]**	
	3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. **[Introduce and Practice]**	
	3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. **Introduce and Practice]**	
	3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. **Introduce and Practice]**	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. **[Introduce, Practice, and Assess]**	
	4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners **[Introduce, Practice, and Assess]**	
	4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. **[Introduce, Practice, and Assess]**	
	4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. **[Teach, Practice]**	

TPE 5: Assessing Student Learning	5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. **[Introduce, Practice, and Assess]**	
	5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. **[Teach, Practice]**	
	5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	
	5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. **[Introduce, Practice, and Assess]**	
	5.8 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. **[Introduce and Practice]**	
	6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. **[Introduce]**	

TPE 6: Developing as a Professional Educator	6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. **[Introduce]**	
	6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, & safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. **[Introduce, Practice, and Assess]**	