

ESC 429 & 529
Languages and Literacies in Secondary Classrooms
SPRING 2021

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Please note the following:

- Key course information, including major assignments and grading criteria are provided in a separate document
- ESC 429 and ESC 529 have the same content. However, the passing conditions differ.

Diversity/Anti-Racist Statement

As a citizen of the world, who happens to be of black race, I take matters of diversity and mutual respect very seriously. My core belief about race and diversity is that *appreciation of difference, not coercion into sameness, makes the world a better place for everyone to live*. While I acknowledge the imperfect nature of humankind, I also believe in humankind's ability to discern what is right or wrong and to understand that hurtful comments affect the happiness of the targeted person. **In this course, whether during live sessions or online exchanges, we will not tolerate offensive comments that purport to berate anyone because of their age, race, or gender; their religion, nationality or accent; their physical condition or appearance, sexual orientation, or immigration status.**

Purpose:

As in-service and pre-service secondary educators, we are expected to model for our students how to acquire the content vocabulary in our area of expertise and effectively incorporate it in larger structures so as to demonstrate their understanding of instruction and ability to apply it to the creation of new knowledge. **This course gives you the opportunity to discover, explore, and relate to the meanings and components of language and literacy and who are the key players in determining what counts as literacy.**

Learning Objectives:

To be beneficial to you both in your academic and professional careers, assignments in this course fulfil the following objectives:

- Grasping and analyzing how academic language and conventions work will enhance your writing in other courses.
- Integrating relevant sources from the readings covered in this course will give you an opportunity to revisit the readings and deepen your understanding.
- Identifying the factors that contributed to the love and pursuit of your discipline will inspire you to do the same for your students.
- Designing an educational social network will allow you to appreciate the many benefits of supplementing classroom with online content and activities.
- Evaluating educational sources and materials helps you to be better prepared for the task ahead.

Knowledge and Skills & Knowledge:

In terms of knowledge, This course will help you to become familiar with the following important content knowledge in this discipline: *The definitions of literacy and contexts of literacy acquisition and development; Bricks and Mortars; critical reading and critical thinking; critical literacy and critical pedagogy; research and documentation guidelines in your discipline.*

In terms of skills, this course helps you practice the following skills, which are essential to your success beyond this course, i.e., in your professional: Sifting through information • Rethinking the meaning of literacy and schooling • Organizing thoughts • Synthesizing information • Citing outside sources • Reflecting on past and current information • Editing your own writing.

ADVISEMENT: Thursdays: 3-5 (by appointment)

COURSE DESCRIPTION:

ESC 429/529: Language and Literacies Acquisition in Secondary Education, 3 hours, 3 credits.

Focuses on the teaching and acquisition of language and literacies through secondary content areas, including media/digital literacy, to students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Includes field experience (10 hours for ESC 429; 10 hours for ESC 529).

Required Texts:

Bearne, E. (1999). *Use of language across the secondary curriculum*. London, NY: Routledge.

Carter, R. (1997). *Investigating English Discourse: language, literacy, & literature*. London, NY: Routledge.

Finn, P. (2000). *Literacy with an attitude: educating working-class children in their own self-interest*. SUNY Press (e-book, Lehman Library)

Harushimana, I, Ikpeze, C., Mthethwa-Sommers, S. (2013). *Reprocessing race, language and ability: African-born educators and students in transnational America*. NY: Peter Lang

Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco: Jossey-Bass

A copy of a *High School Textbook* in one's area of expertise [MAY BE OBTAINED FROM A SCHOOL]

A copy of the a writer's handbook (e.g., D. Hacker; Strunk & White; J. Aaron; J. Williams & J. Bizup)

FALL CALENDAR OF HOLIDAYS

DAY	DATE	HOLIDAY
MONDAY	02-15	President's Day
FRIDAY	02-12	Lincoln's Birthday
SAT thru SUN	03-27 thru 04-04	Spring Recess

TIPS FOR SUCCESS in the Course

- Familiarize yourself with Blackboard
- Read and post both bulleted and detailed posts as required
- Meet the deadlines, take advantage of extra credit points
- Attend live sessions and participate
- Follow instructions to the letter, and consult the grading checklist
- Take advantage of office hours

I. MAJOR ASSIGNMENTS (See Charts at the end of document for Due Dates)

Ia. Textbook Evaluation

Note: ASSIGNMENT I is High School Textbook-Based

Select a chapter from a textbook (or a reading in an anthology) used in your content area, analyze carefully the text's structure & style, content information, charts and illustrations, practice exercises, the glossary which the content and the activities are presented:

By answering a brief survey you will:

- Share your opinion on whether (or not) the language is appropriate to the level and the student population you have encountered in your classroom (observations): Provide examples
- Focusing on a the selected section, discuss what author does (or does not do) to ensure that the section, the language is NOT a hindrance to comprehension and learning. Provide specific examples.
- Examine how or whether (or not) the practice exercises (questions) promote critical thinking and use of content language.
- How effective are the glossary and non-linguistic tools (charts, graphic organizers and illustrations in facilitating content comprehension? Provide evidence.
- Raise any instances of bias (linguistic economic, cultural, gender, religious, etc.) that can hinder students' motivation to read and discuss the content.

(A more elaborate survey-type questionnaire will be provided when the time for the assignment comes)

No source(s), no A.

Ib. TECHNOLOGY INTEGRATION [Presented Project]

Choose either a social network (blog, google sites, facebook, tumblr, etc.) or another web-based instructional technology (e.g. webquest, videocast, etc.) relevant to the enhancement of student reading and, thinking through the discipline. Populate the space with differentiated instruction reading materials and response prompts to supplement your instruction based on a specific topic in your discipline. You must include an introductory statement (e.g. Welcome Entry) to introduce your project and its purpose.

Length: 2-3 pages [1-2 page description & justification of the project; 1 page -- sample of the designed technology).

Ic. Personal Narrative: Personal Relationship with One's Discipline

(chronological history of one's professional path since childhood to present)

Essential Question: What are the highlights of your schooling/education from as early as you can remember, who were the main agents, what were your highs and lows, how did you become connected to the discipline you are specializing to teach? What strategies educational strategies/techniques did you and the other agents use to prepare you for your discipline? You will need to use the readings on literacy covered in this course to enhance your narrative (three sources at least); **Length: a 5-7 page; no sources, no A.**

II. Five Must-Have-Skills (MHS) JOURNALS (2 -3 double-spaced page entry length):

To avoid redundancy with the discussion board assignment), the journal entries will focus on must-have skills and strategies directly applicable in the classroom (and in life), whereas the discussion forums have the purpose of facilitating the understanding of literacy concepts and theories covered in assigned readings. More details to be given below. **Citations of sources (utilized) are required for this assignment.**

III. WEEKLY ONLINE (BB) REQUIREMENTS (ATTENDANCE AND PARTICIPATION): (Grade: High Pass/Low Pass, INC)

Because ESC 429/529 is a **hybrid, quasi- online for others**, you will be responsible for two types of reader responses per week. Missing a post is like being absent in a class, and **missing 4 posts means no credit.**

a) Bulleted Notes for In-Class Discussions

At every Live Session, you will share bullets (notes) of important points that you identified in the mandatory article(s) (i.e., the articles designated for live discussions) and video clips. **Those notes should be carefully saved in your computers till the end of the course when you will be invited to compile them in one document to be posted on BB for instructor review.** Page references required.

b) Weekly Detailed/Elaborate Posts (and Special Prompts)

Because this course is delivered partly live and partly online, **every READING DAY** night (11:59 PM through 7:00 AM, next day), you will be responsible for posting a **detailed/elaborate response** to up to two self-selected readings (and not discussed collectively) as well as a related video clip from those provided during the week. The Routine Prompt for this post is made of five parts as follows (more details in a separate document):

Part One: Response to Videos

Part Two: Readings-Video Connection (chart)

Part Three: Sharing Knowledge

Part Four: Peer Dialogue

Part Five: Glossary of Terms

Well-Formatted Citations of sources (utilized) are required for this assignment.

IV. FIELDWORK [3 pages]

A Critical and Reflective Summary of a Video-based classroom observation focusing on the place of language in the teaching and acquisition of content literacy.

NOTE: This is a SIMPLIFIED fieldwork report prompt due to special COVID-19 circumstances.

YOUR TASK: You will:

1. View and summarize **two classroom videos** IN YOUR DISCIPLINE.
2. Pick the better of the two videos to analyze, critique and reflect on, **STRICTLY** focusing on the teacher's approach to content language use and interpretation for the students and how the latter respond to it, and write 3 full pages of a critical summary in which you:
 - a. Introduce the video (the subject and topic, the setting and the audience)
 - b. Give a description of what the video (i.e. what the teachers and the students did, with quotes)
 - c. Carry out a critical evaluation of the lesson (successful, unsuccessful, average) and with explanation.
 - d. Share your reflection on the video and the major take away (good or bad) you got from the lesson.

Note: Part "d" needs to be enhanced by quotations from the readings covered in our class (or any other class)

References are a MUST. **(No references, no A)**

OTHER ESSENTIAL REQUIREMENTS**V. DEADLINES with LIFELINE**

Respect for assignments (Journal And Major Assignments) deadlines, while strictly considered, is boosted with up to 10 X-Credit Points (Up To 1.25 Points Per Assignment-5 Journals, 3 major assignments--must be carefully Edited/Proofread and done according to instructions).

VI. PROFESSIONALISM (This is an IMPLIED CONSENT)– Prompt, consistent attendance; respect of instructor, fellow students, and self; courteous, cooperative, and well-prepared interactions in class.

- **Decent presentation is strictly required**
- **Avoid interrupting the flow of the session to answer incoming phone calls.**
- **Private chats with classmate while the class is in session is highly inconsiderate and unprofessional.**

- Use of foul, derogatory or disparaging language (both online and in person communications) will not be tolerated
- This is a language and literacy course; we are required to use proper language both in writing and in oral interactions. Use of slang is strongly discouraged.

Violation of the professionalism code WILL affect the final grade. NO KIDDING!

VII. A SUMMARY OF GRADE SHEET (Optional): On the last day of class, along with the fieldwork, you will submit a summary sheet which has a chart of all the assignments covered, the title, a brief summary paragraph of what the assignment consists of, whether the work was revised or not, and the grade it received, where available. Though optional, you may include your personal assessment of the assignment.

VIII. Oral Presentations: Twice in the semester, you will be required to give a formal (Power Point) presentation. One presentation will focus on an assigned reading; the other will be on your technology project.

KEY NOTES:

#1:

A- 10 MINUTES LATENESS RULE: NO STUDENT WILL BE ALLOWED IN THE CLASSROOM AFTER 10 MINUTES OF INSTRUCTION.

B- 2 UNJUSTIFIED/UNEXCUSED ABSENCES IN THE SYNCHRONOUS CLASS FORFEIT THE ATTENDANCE POLICY. MOREOVER, IN THE CASE OF EXCUSED ABSENCE, THE INSTRUCTOR IS **NOT** RESPONSIBLE FOR UPDATING THE STUDENT ON WHAT WAS COVERED IN CLASS. ONE NEEDS TO FIND OUT ON THEIR OWN EITHER FROM A CLASSMATE OR BLACKBOARD.

#2: THE SYLLABUS MAY UNDERGO CHANGES AS DICTATED BY THE PACE OF THE CLASS; **THEREFORE**, IT IS THE STUDENT'S RESPONSIBILITY TO KEEP UP WITH THE SYLLABUS IN CASE ANY ADJUSTMENTS HAVE BEEN MADE.

#3: **DEADLINES MUST BE OBSERVED AS SPECIFIED IN THE SYLLABUS. AS AN EXTENDED COURTESY, YOU MAY SNEAK IN LATE WORK UNTIL THE INSTRUCTOR ANNOUNCES THE BEGINNING OF GRADING, BUT YOU DO IT AT YOUR OWN RISK. SEE MORE BELOW.**

#4: LATE ASSIGNMENT SUBMISSIONS AND UNSUBMITTED WORK:

A-ANY MAJOR ASSIGNMENT POSTED ON BB AFTER INSTRUCTOR HAS COMPLETED GRADING IS CONSIDERED NULL AND VOID. LATE SUBMISSIONS DUE (WITH VALID JUSTIFICATION) WILL BE GRADED **AFTER THE END OF THE SEMESTER**.

B-DISCUSSION BOARD RESPONSES SHOULD BE SUBMITTED ACCORDING TO THE DEADLINE SPECIFIED IN THE POST. THE INSTRUCTOR IS NOT RESPONSIBLE FOR REMINDING STUDENTS TO POST THEIR READER RESPONSES.

#5. INCOMPLETES

A- ANY WORK UNSUBMITTED BY THE GRADING COMPLETION RECEIVES A **ZERO GRADE**.

B-**ONLY** STUDENTS WHO HAVE COMPLETED AT LEAST HALF OF THE REQUIRED DISCUSSION BOARDS MAY QUALIFY FOR AN INCOMPLETE, AS LONG AS ALL THE MAJOR ASSIGNMENTS HAVE BEEN GRADED. Should an incomplete grade be

accorded, it is the student's responsibility to turn in the missing work by the deadline specified in the academic calendar. Failure to meet the incomplete grade change deadline falls under the realm of the college grading policy (see catalog) and will be dealt with accordingly.

#6. WHERE AND HOW TO SUBMIT WORK

- ALL THE WORK MUST BE SUBMITTED VIA BLACKBOARD, FOR THAT IS WHERE THE GRADE IS ENTERED. EMAILED WORK WILL NOT BE ACCEPTED. FOR HELP HOW TO NAVIGATE BLACKBOARD, CONTACT IT.
- IT IS STRICTLY ADVISED TO SUBMIT YOUR WORK AS ATTACHMENT TO AVOID POSTING IT IN THE WRONG PLACE.
- PAY CAREFUL ATTENTION TO SUBMIT THE CORRECT VERSION OF YOUR WORK BECAUSE YOU ARE GIVEN ONLY ONE ATTEMPT TO POST THE WORK.
- ALL WORK NEEDS TO BE SAVED A MS-WORD DOCUMENTS (**NOT** AS PDF'S, PAGES, OR GOOGLEDPCS)

VIII: Plagiarism and Academic Integrity

Any form of appropriation, intentional or unintentional, of academic content, whether it is from a website, another student's work, or a professional, published work is a crime punishable by the law (*you may have followed controversies that have taken place when presidential candidates use other people's words without attributing the source*). No form of plagiarism will be tolerated in this course and, if caught, the crime will be dealt with according to the institution's policy (follow the link to the Lehman College's [Academic Integrity policy](#)) The instructor reserves the right to activate turn it in software embedded in Blackboard to detect and deter plagiarism. **YOU ARE WARNED.**

IX: Lehman College Statement of Its Policies on Americans with Disabilities Act (ADA) Compliance

Lehman College is in Compliance with Section 504 of the Rehabilitation Act of 1973, which states, "No otherwise qualified individual with disability in the United States... shall solely by reason of her or his disability, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

X: Policies on Classroom Decorum , Academic Discourse, and Netiquette

See the subsections: Professionalism and Diversity/Anti-Racism Statement

XI. Support Services and STUDY AIDS

Relevant Campus Support Services for Students and their Locations

- Academic Advisement-Shuster 280 (718-960-8106)
- Counseling Center—Old Gym 114 (718-960-8761)
- Student health Center—Old Gym -B008 (718-960-8900)
- Child Care Center—(Near Shuster Hall) (718-960-8746)
- Library References desk: Library-109 (718-960-7759)

Available Study or Assignment Aids

<https://apastyle.apa.org/>

<https://www.chicagomanualofstyle.org/home.html>

<https://www.grammarly.com/>

<https://www.mla.org/MLA-Style>

https://owl.purdue.edu/owl/research_and_citation/resources.html

Technical Support Contacts and Access Information for Tutorials or Help Using the Online platform

- Information technology (IT) Help Desk: 718-960-1111
- Instructional Support Services Old Gym 213 (718-960-8066)
- Math Lab: Gillet 222 (718-960-8878)
- Science Learning Center: Old Gym (718-960-7707)

ASSIGNMENT DUE DATES

A. MAJOR ASSIGNMENTS [20 Pts *3]

Assignment ONE: **Middle or HS Textbook** Textbook Evaluation [online text encouraged Sat., 02-27]

Assignment TWO: Personal Narrative: Personal relationship with one's discipline [Sat., 03-27]

Assignment THREE: Technology Integration [04-10, or Sat., after the Presentation Day]

B. MHS Journals: [2-5 double-spaced pages] (night) [6 pts *5] [Due, Thursdays, by 11:55PM]

Journal I (Part one & part two): Documentation guideline (Thurs, 02/25; Sat., 03-27)

Journal II: Components of Academic Vocabulary Acquisition (Thurs., 04-08)

Journal III: Websites compilation and Evaluation (Thurs., 04-22)

Journal IV: Language Usage Awareness (Understanding Writing Errors) (Thurs., 05-03)

C. Online Requirement (BULLETED NOTES due the morning of LIVE CLASS; ELABORATE response due on the READING DAY @ 11:59PM)

D. Fieldwork (Reading Day, 05-18) [10 pts]

Course Grading Scale

A = 95-100 (4.0)

B+= 85-89 (3.3)

B-= 75-79 (2.7)

C = 70-72 (2.0)

D+= 65-69(1.3)

A-= 90-94 (3.7)

B = 80-84 (3.0)

C+ = 73-74 (2.3)

C- = 68-69 (1.5) (lowest passing score for undergrads)

D = 60-64 (1.0)

Qualitative Grading Scale (Major Assignments)

A (19-20) : Required length met, citations, instructions followed to the letter, APA accurate, very well written

A— (18): (required length met, citations, instructions followed, APA accurate, overall well written)

B+ (17) (acceptable length met, citations, instructions respected, minor APA inaccuracies, Acceptable language)

B (16) (acceptable length met, citations, instructions respected, poorly but acceptably written)

C/C+ (14-15) (acceptable length met, citations, instructions loosely respected, APA inaccuracies, poorly written)

D/D+ (12-13) (Below required length, citations and instructions loosely respected; APA not respected; poorly written—no signs of proofreading)

WEEK I (02/02): Syllabus and Self-introductions entry**WEEK II & III (02-09 & 16; 02-10 & 02-17):****TOPIC One: Literacy – Contexts and definitions:****Assignment I: Textbook Analysis Assignment &****Assignment II: Narrative of Career and Disciplinary Literacy Development Announced**FOR IN-CLASS DISCUSSION (and Bulleted Notes)Bunch, G. (2010). Preparing mainstream secondary content-area teachers to facilitate ELL development of Academic Language (h-o), **and**Gee, J. P. (1993): Literacy as a situated language (h-o), **or**Bondy, E., & Ross, D. (2008). The teacher as warm demander. *Educational Leadership*, 66, 54-58.FOR ONLINE DISCUSSION (Detailed/Elaborate Post)Scribner, S. (1981). Literacy in three metaphors: definitions of literacy, **or**Gee, J. P. (2010). What is literacy? (hand out); **plus**Ware, F (2006). Warm demander pedagogy: Culturally responsive teaching that supports a culture of achievement for African American students. *Urban Education*, 41, 427-455, **or**Smith, D. (1986): The anthropology of literacy acquisition (h-o) . In *The acquisition of Literacy: Ethno-graphic perspectives*. B. Schieffelin and P. Gilmore. (Eds.). Norwood, NJ: Ablex. 261-275.**TOPIC Two: Early Stages of literacy****[ASSIGNMENT III in Progress –Content literacy narrative – Early stages]****Dickinson, D. (2003). *Handbook of early literacy research*. NY: Guilford Press (Source Book for 4 of the articles below)**FOR IN-CLASS DISCUSSION (2)Stages of Literary appreciation (Nielsen& Donelson -h-o) (In Nilsen, Alleen, & Donelson, Kenneth. *Literature for Young Adults*. (6th ed), New York: Longman, 2001), **and**

Watson, R. (2003). Literacy and oral language: Implications for literacy acquisition (In N & D)

FOR ONLINE DISCUSSION (DETAILED/ELABORATE POST): Pick One

Goswami, U. (2003). Early phonological development and the acquisition of literacy (in N. & D.) \

Stahl, Steven (2003). Teaching phonics and phonological awareness. (in N&D)

Gee, J.P. (2003). A socio-cultural perspective on early literacy development. (in N& D)

Week IV & V (02/23 & 02-03-02; 02/24&03-04)**ASSIGNMENT I DUE** (TEXTBOOK ANALYSIS/APPRECIATION—**02-27**)**TOPIC THREE: The (r)Evolution of Literacy Development)****MANDATORY**FOR IN-CLASS DISCUSSION (AND BULLETED NOTES) (2)Just plain reading: a survey of what makes students want to read in middle classrooms (Ivey & Broaddus, 2001), **and**

Motivating texts, motivating contexts (Birr Moje, 2006)

FOR ONLINE DISCUSSION (DETAILED/ELABORATE POST): PICK ONEReading and Gender (Stratt & Turdy) [In *Bearne, E. (1999)*].

What gets in the way of reading success (J. Allen, 2000)

Hand-out: Motivating teenage readers through popular magazines (Harushimana, 2008)

TOPIC FOUR: Questions and Issues: Social and cultural aspects of academic language

FOR IN-CLASS DISCUSSION (AND BULLETED NOTES) (2)

Zwiers, J. Building Academic Language (BAL):

Understanding how students' use language (Ch.One), **and**

What is Academic language (Chap. Two)

FOR ONLINE DISCUSSION (DETAILED/ELABORATE POST): PICK Two

Zwiers, J. (2008). Academic classroom discussions (*BAL, chap. Five*), **and**

Nicholson, H. (1999). Talking in class: spoken language and effective learning

[In *Bearne, E.— Chap. 2*]; **or**

Zwiers, J. (2008). Academic listening and speaking in small groups. (BAL, chap. 6)

Week VI & week VII (03/09 & 03/16; 03/10&03/17):

Assignment II DUE: Vocabulary Acquisition and Development

Topic Five: Oral Contexts of Academic Literacy

FOR IN-CLASS DISCUSSION (AND BULLETED NOTES) (1)

Zwiers, J. (2008). Cultivating academic language acquisition. (*BAL, chap. Three*)

FOR ONLINE DISCUSSION (DETAILED/ELABORATE POST): PICK ONE

Zwiers, J. (2008). Academic classroom discussions (*BAL, chap. Five*); **or**

Nicholson, H. (1999). Talking in class: spoken language and effective learning [In *Bearne, E.— Chap. 2*], **or**

Frowe, I. 'Sticks and stones...': the power of language (I. Frowe) [In *Bearne, E., 1999; Chap.1*]

Topic Six: Essentials of Academic Literacy

FOR IN-CLASS DISCUSSION (AND BULLETED NOTES) (2)

Zwiers, J. (2008). Language for academic reading (BAL, chap. 7)

Zwiers, J. (2008). Language for academic writing (BAL, chap. 8)

FOR ONLINE DISCUSSION (DETAILED/ELABORATE POST) (N/A)

WEEK VIII & IX (03/23 & 03/30 -- 03/24 & 03/31)

Assignment III DUE: Narrative of literacy acquisition and career development.

TOPIC SEVEN: Language and Learning inside the Disciplines

FOR BOTH IN-CLASS AND ONLINE DISCUSSION (SPECIAL PROMPT) (2)

Zwiers, J. Content –area variations of academic language (BAL, ch. Four), **plus**

One of many Authors below. (Choose Discipline-relevant **chapter**)

Bearne, E. (1999). *Use of language across the secondary curriculum.* London, NY: Routledge.

Chap 7: The language of interaction in mathematics (T. Rowland)

Chap 8: The use of language in science (E. Wilson)

Chap. 9: Drama and historical writing at key stage 3 (P. Goalen)

Chap 10: Language and learning in art (R. Hickman)

Chap 11: towards aesthetic understanding in music (L. Mellor)

Carter, R. (1997). *Investigating English Discourse: language, literacy, & literature.* Routledge.

_____ : Language, Discourse and English (Ronald Carter)

Chap 1: Proper English: Language, Culture, and Curriculum

Chap 2: the new grammar teaching

Chap 3: Standard Englishes: Speech & Writing

Discourse Literacy: Rewording texts, Revisiting discourse

TOPIC EIGHT: Learning with New Literacies

ASSIGNMENT: TECHNOLOGY INTEGRATION (IN PROGRESS)

FOR IN-CLASS DISCUSSION (with bulleted notes) (2)

Instructor Hand Out: Exploring Web Based and Web 2.0 Instructional Tools (and Preparatory activity to the Instructional Technology Assignment), **Plus**

Harushimana, I. (2008, August). **Literacy through videogames.** *Journal of Literacy and Technology*, 9, 35-56. **Or**

Vacca, R., Vacca, J., & Mraz, M. (2010). **Learning with new literacies.** In *Content area reading: Literacy and learning across the curriculum.* (10th ed.). Pearson Education

FOR ONLINE DISCUSSION (ELABORATE/DETAILED PROMPT) (2)

Harushimana, I. (2008). Educating the Web-savvy Urban Teacher. *Association for the Advancement of Computing in Education (AACE) Journal*, 16(3), 275-291.

Harushimana, I. (2008, Spring). Motivating teenage readers with magazines. *Academic Exchange Quarterly*, 12(1), 93-100.

Harushimana, I. (2009). Out-of-School Multiliteracy opportunities: Tools for fostering literacy among newcomer and generation 1.5 urban learners. *Journal of Urban Teaching and Learning Research*.

WEEKS X & XI (04/06; 04/13; 04-20--04/07; 04/14, 21):

TECHNOLOGY INTEGRATION A DESIGN & PRESENTATIONS

WEEKS XI –XIV (04/27; 05/04; 05-11—04/28; 05/05, & 05/12)

(Intergroup Group Presentations)

[ASSIGNMENT DUE: Fieldwork & Summary of Grades Sheet)

TOPIC NINE: Critical Reading & Critical Literacy

FOR IN-CLASS DISCUSSION (SPECIAL PROMPT) (1)

Definitions: Critical reading project: Critical thinking definitions /Barbara Fowler, Longview C. C.

FOR IN-CLASS PRESENTATION AND ONLINE POST (SPECIAL PROMPT) (Pick One)

Group I: Beyond the obvious: critical reading & thinking strategies (04/27; 04-28)

Strategies: Inquiry-Charts & Extended KWL's

Hoffman, J. V. (1992). Critical reading/thinking across the curriculum: Using I-charts to support learning *Language Arts*, 69.

Sampson, M. B. (2002, March). Confirming a KWL: Considering the source. *Reading Teacher*, 55, 528-532 [...]

Group II: Critical Literacy (05/04; 05/05)

Social reproduction in classrooms and schools (James Collins, 2009)

Critical Literacy Pedagogies: Freirian Transforming Curriculum & Morrell Critical Hip Hop Pedagogy (Morrell & Duncan-Andrade, 2005)

Group III: Levels of literacy and stratification of schooling; liberatory pedagogy (05/04)

Excerpts from Patrick Finn (2008):

(Literacy with an attitude)

TOPIC TEN: Language, race, and education

Group IV: Black versus Standard English; Immigrant Students in US Schools (05/11; 05/12)

Smith, B. J. (1998). Black English: Steppin up? Lookin Back. In Teresa Perry and Lisa Delpit, (eds), *The real Ebonics debate*. Beacon Press: Boston, Massachusetts.

Delpit, Lisa (1998) *Skills & Dilemmas of a Progressive Black Educator*

Harushimana, I, Ikpeze, C., Mthethwa-Sommers, S. (2013). *Reprocessing race, language and ability: African-born educators and students in transnational America*. NY: Peter Lang

READING DAYS & FINALS WEEK: (05-18 & 25; 05/19 & 26 Finals Days)

May 18: Very last deadline to submit late F'work Reports

May 25: (Finals day: May Be Used to Finish Presentations)

Table of Deadlines/Due Dates

TABLE OF JOURNAL AND MAJOR ASSIGNMENTS: DEADLINES

	Assignment Type	Assignments Name	Original Date	Points
Journals	Journal I-II	Part One: Basic Res. Doc. Styles	02/25	6
		Part two: Applied Res. Doc. Style (with career narrative)	03/27 (with narrative)	6
	Journal III	Vocabulary Language Acquisition	04/08	6
	Journal IV	Website Evaluation	04/22	6
	Journal V	Language Usage Awareness	04/29	6
Major assign*	Maj. Ass One	Textbook Analysis	02/27	20
	Maj Ass. Two	L'cy & Career Dev. .narr.	03/27	20
	Maj. Ass. Three	Tech Integration (Soc. Net.)	04/10 onwards	20
	Fieldwork	T/S & Crit. Summary	05/18 & 05-19 (Reading Day)	10

ESC 429 & ESC 529

Language and Literacies Acquisition and Development in Secondary Schools

FULL COURSE CALENDAR

Dates	Day & Time	Readings & Topics	Elab. Posts & Bull. Notes	MHS Jnl's & Major Assgnts.
02-02&02-03			SELF-INTRO & Syllabus Exploration activity (1)	
02-02 & 02-03 LIVE CLASS	T- 4 & 6	Syllabus		
02-09/10 (till 02-16/17) READING SESSION I	T-W	<u>Read (for In-Class Discussion):</u> Topic 1: Literacy-Contexts and Definitions Bunch (2010) and Gee (1993), or Bunch (2010) & Ross (2008) Topic Two: Early Stages of Literacy Nilsen & Donelson (2001), & Watson (2003)	Read for Online Discussion & Elab Posts (2) Topic 1: Literacy-Contexts and Definitions Scribner (1981) or Gee (2010), & Ware (2006) or Smith (1986) Topic Two: Early Stages of Literacy Goswami (2003), or Stahl (2003), or Gee (2003)	
02-16/17	T-W-11:59		BULLET NOTES (2)	
02-16/17 LIVE CLASS	T-4 & 6 W- 6:00	IN-CLASS DISCUSSIONS		
02-23/24 READING	T-W (flex time)	<u>Read (for In-Class Discussion):</u>	<u>Read for online discussion & Elab Posts (2)</u>	

SESSION II		<p>Topic Three: The (r) Evolution of literacy Development</p> <p>Ivey & Broaddus (2001), & Moje (2006)</p> <p>Topic Four: Questions and Issues: Social & cultural aspects of academic language</p> <p>Zwiers (2008) Chap. One, & Chap.. Two</p>	<p>Topic Three: The (r) Evolution of literacy Development</p> <p>Strutt & Turdy (1991), or Allen (2000), or Harushimana (2008)</p> <p>Topic Four: Questions and Issues: Social & cultural aspects of academic language</p> <p>Zwiers (2008), Chap. 5, or Nicholson (in Bearne, 1999, Chap. 1), or Frowe (in Bearne, 1999, Chap. 2)</p>	
02-25	Thurs (R)			Journal One: Doc. Styles-part 1
02-27	Sat			Mass I: Textbook Eval.
03-02/03	M-11:59		BULLET NOTES (2)	
03-02/03 LIVE CLASS	T-4 & 6 w-6	IN-CLASS DISCUSSION		
03-09/10 till 03-16/17 READING SESSION IV	T- 4&6 W-6	<p>Flex time <u>Read (for In-Class Discussion):</u></p> <p>Topic Five (Oral Contexts of Academic Literacy) Zwiers, 2008, Chap. Three</p> <p>Topic Six ((Oral Contexts of Academic Literacy) Zwiers (2008), Chap 7, & Zwiers (2008), Chap 8</p>	<p>RDG + Elab post <u>Read for online discussion & Elab Post (1)</u></p> <p>Topic Five (Oral Contexts of Academic Literacy) Nagy et al. (2012)</p> <p>Topic Six RDG + Elab post-(Skipped)</p>	
03-16/17	M-11:59		BULLET NOTES (2)	
03-16/17 LIVE CLASS	T-4 & 6 W-6	In-CLASS DISCUSSIONS		
03-25	R-			Journal II: Acad. Voc. Bldg. Bricks & Mortars
03-27	Sat			Mass II: Career Narr.
03-27				Journal One: Part 2 (ILO Jnl III)
03-23/24 till 30/31 READING SESSION V	T-W Flex time	<p><u>Read (for In-Class Discussion and special elab Post)</u></p> <p>Topic Seven: Language and</p>	<p><u>Read (for Online Requirement and special elab Post) (2, includes Soc. Net. Preparatory Activity)</u></p>	

		<p>Learning inside the disciplines Zwiers (2008), Chap four, plus any one of -- Chapters 7, 8, ,9, 10, or 11 (in Bearne, 1999), or Chapters 1, 2, or 3 (in Carter, 1999)</p> <p>Topic Eight: Learning with New Literacies Hand out on Exploring web Based and web 2.0 instructional tools, plus Harushimana (2008), or Vacca, Vacca & Mraz (2010)</p>	<p>Topic Seven: Language and Learning inside the disciplines Zwiers (2008), Chap four. plus any one of -- Chapters 7, 8, ,9, 10, or 11 (in Bearne, 1999), or Chapters 1, 2, or 3 (in Carter, 1999)</p> <p>Topic Eight: Learning with New Literacies Harushimana (2008), & Harushimana (2008)</p>	
03-30/31	M-11:59		BULLET NOTES (1), plus Social Network Project preparatory activity	
03-30/31 LIVE CLASS	T-4 & 6	IN-CLASS DISCUSSION		
04-06/07 READING SESSION	T-4 & 6 W-6		Elab post (SOCIAL NETWORK DESIGN DAY)	
End of READING SESSIONS				
04-13/14 & 04-20/21 LIVE CLASS	T-4 & 6 W-6	In-Class Tech Integration Social Network (Presentations)		
04-17 – onwards	Sat: 11:59			Mass III: Technology Integration after Presentations
04-20/21 LIVE CLASS	T&W	In-Class Tech Integration Social Network (Presentations)		
04-22	R-11:59			Journal IV: Website Compilation &Evaluation
04/27/28 LIVE CLASS	T&W	<p>READ for In-CLASS PRESENTATIONS Topic Nine: Critical Reading and Critical Literacy Barbara Fowler (2001); Hoffman (1992); Sampson (2002); etc.</p>	<p>READ for In-CLASS PRESENTATIONS + Elab Post (1) Topic Nine: Critical Reading and Critical Literacy</p>	
04-29	R-11:59			Journal V: Language Usage Awareness
05-04/5 LIVE CLASS	T- 4&6	<p>READ One Chapter for In-CLASS PRESENTATIONS Collins (2009)</p>	<p>READ One Chapter for In-CLASS PRESENTATIONS + Elab Post (1) (cont'ed)</p>	

		Morrell & Duncan Andrade (2005) Finn (1998) multiple chapters	Collins (2009) Morrell & Duncan Andrade (2005) Finn (1998) multiple chapters	
05-11/12 LIVE CLASS	T-4 & 6	READ One Chapter for In-CLASS PRESENTATIONS Smith (1998) Delpit (1998) Harushimana (2013), multiple chapters	READ One Chapter for In-CLASS PRESENTATIONS + Elab Post (1) (concl'ed) Smith (1998) Delpit (1998) Harushimana (2013), multiple chapters	
05-18	T			Reading Day: F'work Report (online)

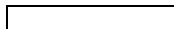
LEGEND



Major Assignment



Bulleted Notes



Live Class/ Presentations



Reading Day, Plus elab. post



MHS Journals



No more Reading Days