

Deeper Literacy Across the Disciplines
EDU 525
Winter 2021 Syllabus
1.5 Units

“Literacy gave us a tool to fight back.” - Gholy Muhammad

“We owe young people the open doors and expanded possibilities that only literacy can provide. Teaching for literacy conceives of learning not as behavior but as action- of process, of restlessness, of quest. To encounter the arts and other subjects in a mood of discovery and mindfulness and rational passion is to have experiences that exclude inertness. Literacy empowers people, it is a beginning, a becoming, not an end in itself.” - Maxine Greene

Instructor: Jean Catubay

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Location: Zoom

<https://zoom.us/j/92559241525>

Meeting ID: 925 5924 1525

Course meetings: 6 Tuesday evenings from 4:45-7:45 pm; Jan 10-Feb 14, 2022

Google Classroom: <https://classroom.google.com/c/NTU1OTQ5NjAxODQ3?cjc=m3dtw46>

COURSE DESCRIPTION

This course is designed to support candidates in embedding and elevating adolescent literacy development across content areas.

1. Candidates will explore literacy learning and how it serves as a basis for learning in all disciplines.
2. Candidates will learn how to engage students in literacy learning for understanding, engagement, building knowledge, community, liberation, self-determination, self-reliance, and self-empowerment.

By design, this course will involve a blend of theory and practice. Course readings will be selected to help candidates understand the theoretical and scholarly warrants for specific pedagogical traditions (the “why”), while in-class activities and weekly Put It to Practice assignments will be designed to support application (the “what” and “how”). In alignment with best practices in teacher education as well as HTH’s values, the key theories informing this work will be those of constructivism and situated learning. As a part of the sequence of courses focused on both general and subject-specific pedagogy, EDU 525 will support candidates in developing and demonstrating novice-level proficiency of the California Teaching Performance Expectations (TPEs) and will introduce them to several GSE program learning outcomes.

ESSENTIAL QUESTIONS

- How can teachers provide strong literacy instruction that serves as a strong foundation for deeper learning across the content areas?

- What do educators need to learn and unlearn about how to best serve all students when supporting their growth in literacy?
- In what ways can literacy instruction be equity-focused, collaborative, personalized, and embedded within project-based learning?
- What literacy best practices rooted in research are most supportive of your students' needs?

LEARNING OUTCOMES

PROGRAM LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for all students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students:

Practice Thoughtful Inquiry & Reflection (IR)

- **Reflective Practice (IR1):** Reflect on and critically analyze their own practice to guide future action.
- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment, both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic, and neurodiversity in the classroom.

The curriculum for this course is based on the above-listed essential questions and program learning outcomes, as well as a corresponding set of course-level learning outcomes, activities, and products. Together, they represent the knowledge, skills, and dispositions for this course.

| Course Learning Outcomes mapped to program learning outcomes | Activities/Products |
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| <ul style="list-style-type: none"> ❖ Candidates will explore the processes by which students construct meaning through reading, writing, speaking, and listening | <ul style="list-style-type: none"> ➔ Discussions and PITP assignments; Literacy Lesson Plan |
| <ul style="list-style-type: none"> ❖ Candidates will learn how to plan, facilitate, and reflect on “literacy practices” which engage all students in constructing meaning from reading, writing, thinking, and speaking | <ul style="list-style-type: none"> ➔ Discussions and PITP assignments; Literacy Lesson Plan |

ALIGNMENT WITH THE CALIFORNIA TPEs

This course, in conjunction with clinical practice, will support candidates in learning, applying, and reflecting on the competencies specified by the California Teaching Performance Expectations (TPEs). As part of this process, candidates will receive feedback from program faculty on weekly “Put it to Practice” (PITP) assignments. PITP assignments ensure that coursework supports fieldwork experiences. Each assignment is aligned to specific TPEs and is designed to measure and provide feedback on a candidate's ability to plan, teach, assess and redesign. Additionally, cooperating teachers and fieldwork supervisors align their coaching and feedback to the theory and practice being explored concurrently through the coursework.

Throughout EDU and upon course completion, the following TPE competencies are introduced (I), practiced (P) and/or assessed (A):

- ❖ TPE 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- ❖ TPE 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.
- ❖ TPE 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- ❖ TPE 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.
- ❖ TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard

English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

- ❖ TPE 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.

COURSE MATERIALS

Course Texts (to be distributed in class and on the course Google Classroom site):

- Muhammad, Goldy. *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Chapter 1: How 19th Century Black Literary Societies can Elevate Today's Literacy Learning
- Schoenback, Ruth. Greenleaf, Cynthia. Lynn, Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. Chapter 2: The Reading Apprenticeship Framework
- Lattimer, Heather. *Reading for Learning: Using Discipline-Based Texts to Build Content Knowledge*. Chapter 3: Supporting Comprehension
- Tovani, Chris. *I Read but I Don't Get It*. Part 3: Access Tools
- Schoenback, Ruth. Greenleaf, Cynthia. Lynn, Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. Chapter 8: The Knowledge-Building Dimension, Surfacing and Building Schema in the Disciplines
- Elbow, Peter. *Writing Without Teachers*. Chapter 2: The Process of Writing: Growing & Chapter 4: The Teacherless Writing Class
- Dutro, S. and Moran, C.. Rethinking English Language Instruction: An Architectural Approach. Chapter 10 in Garcia, G. (Ed.), *English Learners: Reaching the Highest Level of English Literacy*.
- Harvey, Stephanie. Goudvis, Anne. *Strategies that Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. Chapter 13: Content Literacy: Reading, Writing, and Researching in Science and Social Studies
- Harvey, Stephanie. Goudvis, Anne. *Strategies that Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. Chapter 14: Researcher's Workshop: Inquiry Across the Curriculum

Additional texts (articles, videos, podcasts) will be provided throughout the course.

COURSE ASSIGNMENTS and ACTIVITIES

There will be two assignments per week: 1) a reading assignment to be completed outside of candidates' time in the classroom, and 2) a "Put It To Practice" (PITP) assignment to be implemented in the context of their teaching fieldwork. In addition, each week candidates will be required to upload a post to the assignment-specific discussion forum on the course website. These posts will be about *either* the week's reading *or* the PITP assignment; course instructors will indicate which one is required each week. Candidates are encouraged to respond to each other's commentaries as well as to post their own. **Discussion posts must be uploaded to our Google Classroom no later than noon on the Thursday prior to class.**

EXPECTATIONS & ASSESSMENT

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final papers and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to discussion forums are not assessed formally, but are assessed for completion and serve as an essential component of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. **GSE courses are pass/fail.** Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final assignments must “meet” or “exceed” the criteria stated on the rubric and students will be required to revise their work if they “approach” the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments and fails to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final assignments are missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. If a candidate misses more than 2 class meetings, she/he will be required to take the course the following year; this means that the candidate cannot be recommended for his/her Preliminary Credential at the end of year 1. In extreme cases, please talk to the instructors if you must miss class or need an extension.

CREDIT HOURS

This is a 1.5 credit course (6 weeks). Each credit represents 45 hours of learning, for 67.5 total hours. There will be 18 hours of face-to-face instruction, either in class or virtually, 13.5 hours of out-of-class instructional time and 36 hours of out-of-class work.

COURSE SCHEDULE

The schedule below outlines the important deadlines to meet throughout the course. More detailed weekly agendas will be distributed at course meetings and posted on Google Classroom. Please post each assignment weekly on Google Classroom **no later than noon on the Thursday prior to class** to give ample time for comments, feedback, discussion, and assessment.

Session 1: The Power of Literacy

“Literacy was to be developed in a socially constructed environment so that new ideas and information could be spread among one another and those in the community. [...] This idea of collectivism is in direct conflict with schools today, as schools are largely grounded in competition and individualism. This is perhaps one reason why students of color do not reach their full potential in schools- because schools are in disharmony with their histories and identities.” Gholdy Muhammad, Cultivating Genius.

TPE Focus: TPE 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

Literacy TPE Focus: Introduction to all 5

Text/Reading for Session 1:

[Muhammad, Goldy. *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Chapter 1: How 19th Century Black Literary Societies can Elevate Today’s Literacy Learning](#)

Class Preview:

- Introductions
- Course Overview
- Dissecting the literacy tasks of scientists, historians, mathematicians, and students of English using “[Disciplinary Literacy: A Shift That Makes Sense](#)”
- [Jigsaw](#): *Cultivating Genius*, Chapter 1
- [Save the Last Word](#): *Cultivating Genius*, Chapter 1
- [Exit Ticket](#) Feedback

Google Classroom post due BEFORE Session 2:

Put It To Practice 1

Bring an artifact of something that a professional in your discipline might **read, write, or think**. For example, a mathematician might write a journal article on a problem. A historian might write a book of history. A lawyer might write a brief for a case. A scientist might write a proposal for a grant. It should be something that inspires you from your discipline! **Add** your artifact to our [class slide](#) deck with a brief reflection around the question: What makes this artifact meaningful?

Session 2: Reading to Learn & Learning to Read

*“Reading is not a straightforward process of lifting words off the page. It is a complex process of problem solving...” Ruth Schoenbach
Cynthia Greenleaf, Lynn Murphy, Reading for Understanding.*

TPE Focus: TPE 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.

Literacy TPE Focus: Language Development

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| <p>Text/Reading due for Session 2:</p> <p>Schoenback, Ruth. Greenleaf, Cynthia. Lynn, Murphy. <i>Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms</i>. Chapter 2: The Reading Apprenticeship Framework</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Class Preview:</p> <ul style="list-style-type: none"> ● Overview, Reminders & Questions ● Golden Lines ● Reading Apprenticeship Framework <ul style="list-style-type: none"> ○ Ideation and Activity Sort ● Concept Map Work Time ● Exit Ticket Feedback </div> | <p>Google Classroom post due BEFORE Session 2:</p> <p><u>Reading Response 1</u> After reading Chapter 2 of <i>Reading for Understanding</i> please use the I Used to Think... Now, I Think... thinking routine from Project Zero to explain your thoughts on reading. Consider what you've just read about the Reading Apprenticeship framework and write a response using each of the sentence stems:</p> <ul style="list-style-type: none"> ● I used to think... ● Now, I think... <p><u>Put It To Practice 2</u> Conduct an empathy interview with one of your students for the purpose of learning about their relationship to literacy. Ask about their reading journey--what are their strengths, interests, areas of growth? Use the Empathy Interview Protocol as a guide with this week's reading around Reading Apprenticeship in mind.</p> <p>Post your notes from the your empathy interview Google Classroom!</p> |
| <p>Session 3: Comprehension</p> <p><i>“First, we need to ensure that students are able to gain immediate access to content... At the same time, however, we want to foster long-term, independent content learning.” Heather Lattimer, Reading for Learning.</i></p> <p>TPE Focus: TPE 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.</p> <p><i>Literacy TPE Focus: Meaning Making</i></p> | |
| <p>Text reading due for Session 3:</p> <p>Lattimer, Heather. <i>Reading for Learning: Using Discipline-Based Texts to Build Content Knowledge</i>. Chapter 3: Supporting Comprehension</p> <p>Tovani, Chris. <i>I Read It, but I Don't Get It</i>. Part 3: Access Tools</p> | <p>Google Classroom post due BEFORE Session 3:</p> <p><u>Put It To Practice 3</u> After reading <i>Reading for Learning, Chapter 3: Supporting Comprehension</i>, and <i>I Read but I Don't Get It, Part 3: Access Tools</i>, please pick one tool that you could try out in class or use in a future lesson. Reflect on the questions below.</p> <p><i>Reading Comprehension Tool Use and Reflection</i></p> <ul style="list-style-type: none"> ● Which Reading Comprehension tool did you pick? |

Class Preview:

- Overview, Reminders & Questions
- Connector: Game!
- Comprehension Tools Role Play / Using a tool- Science Reading
- Literacy Poster Models
 - [Group sign-up](#)
- [Ideation](#) for Lesson Plan
 - Add to [class Padlet](#)
- [Exit Ticket](#) Feedback

- How does/ would this tool meet your students' needs or support their comprehension?
- How might you amend this tool for your specific subject area?
- What additional supports might you put in place when using this tool?

Session 4: Content Knowledge Building

Special Focus: English as a Next Language

“If not supported to stretch beyond what they know, students may never make connections between the known and the new... With metacognitive awareness of their schema, students can instead focus on building and refining what they know- learning to learn in the process.” Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy, Reading for Understanding.

“If teachers are to design effective ELD instruction in their classrooms, they must learn to analyze academic language in terms of its functions, forms, and fluency features and address these in their planning process. Like a master carpenter guiding an apprentice, teachers must anticipate the task to be learned, determine which tools are needed for the task, and provide opportunities for practice.” Susana Dutro and Carrol Moran, Rethinking English Language Instruction: An Architectural Approach.

TPE Focus: TPE 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.

Literacy TPE Focus: Content Knowledge

Text reading due for Session 4:

Schoenback, Ruth. Greenleaf, Cynthia. Lynn, Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms.* Chapter 8: The Knowledge-Building Dimension, Surfacing and Building Schema in the Disciplines

Optional: Dutro, S. and Moran, C.. *Rethinking English Language Instruction: An Architectural Approach.* Chapter 10 in Garcia, G. (Ed.), [English Learners: Reaching the Highest Level of English Literacy.](#)

Google Classroom post due BEFORE Session 4:

Reading Response 2

While reading *Reading for Understanding, Chapter 8: The Knowledge-Building Dimension, Surfacing and Building Schema in the Disciplines*, please complete a [Double-Entry Diary](#).

Double Entry Diary Share-Out:

Post at least **2 sections** of your Double-Entry Diary on *Reading for Understanding, Chapter 8* (include the quotes, page numbers, and your double entry.)

Class Preview:

- Overview, Reminders & Questions
- Connector: Bricks & Mortar Manipulatives
- Double-Entry Diary Share-Outs
- Disciplinary Literacy Guide Poster Work Time
- [Exit Ticket](#) Feedback

In your post, include your **reflections** on the questions below.

- Why did you choose the entries you did?
- How do these entries inform your own thinking about your classroom? AKA What's something from this chapter you would try in your classroom and why?

Put It To Practice 4

Put together a zero draft of your Literacy Lesson Plan. Feel free to use the [SDTR Lesson Planning Template](#) to guide your thinking.

Session 5: Writing to Learn & Learning to Write

“Instead of a two-step transaction of meaning into language, think of writing as an organic, developmental process in which you start writing at the very beginning- before you know your meaning at all- and encourage your words to gradually change and evolve. Only at the end will you know what you want to say or the words you want to say it with. You should expect yourself to end up somewhere different from where you started. Meaning is not what you start out with but what you end up with.” Peter Elbow, Writing Without Teachers.

TPE Focus: TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

Literacy TPE Focus: Foundational Skills

Text reading due for Session 5:

Elbow, Peter. *Writing Without Teachers*. Chapter 2: The Process of Writing: Growing & Chapter 4: The Teacherless Writing Class

Class Preview

- Overview, Reminders & Questions
- Connector: What makes writing hard?
- [Socratic Seminar](#) on *Writing Without Teachers*
- Freewriting
- Literacy Lesson Worktime
- [Exit Ticket](#) Feedback

Google Classroom post due BY THE END OF Session 6:

Put It To Practice 5

Participate in a Lesson Tuning of your Zero Draft or someone else's in class.

Session 6: Literacy as Inquiry & Collaboration

“Whether it’s literacy block, science, or social studies, kids are reading, writing, drawing, talking, creating, listening, and investigating. They observe, discuss, debate, inquire, and generate new questions about their learning. Active literacy in all content areas is the means to deeper understanding and diverse, flexible thinking.” Stephanie Harvey and Anne Goudvis, Strategies that Work.

TPE Focus: TPE 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.

Literacy TPE Focus: Effective Communication

Text reading due for Session 6:

Harvey, Stephanie. Goudvis, Anne. *Strategies that Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. Chapter 13: Content Literacy: Reading, Writing, and Researching in Science and Social Studies

Harvey, Stephanie. Goudvis, Anne. *Strategies that Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. Chapter 14: Researcher’s Workshop: Inquiry Across the Curriculum

Class Preview:

- Overview, Reminders & Questions
- Connector: Poster Gallery Walk
- Lesson Tunings
- Lesson Share-outs
- Reflection
- Final Celebrations & Closing
- [Exit Ticket](#) Feedback

Google Classroom post due BY THE END OF Session 6:

Final Project

Lesson with Literacy Focus

[Lesson Template](#) (can be a part of CalTPA Lesson 2)

- **Individual: Literacy Educator Philosophical Statement** (1 Paragraph that will be a part of your larger Educator Philosophical Statement). Add your Statement to our [class Padlet!](#)

LITERACY TOOLBOX:

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| Protocols and Resources from Expeditionary Learning | Discussion Protocols from Teaching and Learning Lab at Harvard GSE | Protocols from National School Reform Faculty |
| Facing History Teaching | “The Big List of Class | Project Zero’s Thinking |

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| <u>Strategies</u> | <u>Discussion Strategies</u> | <u>Routine Toolbox</u> |
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BONUS TEXTS:

[Birr Moje, Elizabeth. "Disciplinary Literacy: Why It Matters and What We Should Do About It."](#)

["Elaine Welteroth On Transforming Teen Vogue And Knowing Your Worth." 1A, NPR](#)

<https://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance>

[Ball, Redbone, Starks, Blanchett. "The Black Indigenous Afro Indigenous Experience - Webinar." Native Arts and Cultures Foundation.](#)

[Ko, Adam. Stewardship project](#)

[Lipka, Sharp, Brenner, Yanez, Sharp. "The Relevance of Culturally Based Curriculum and Instruction: The Case of Nancy Sharp." *Journal of American Indian Education*](#)

- [Math in a Cultural Context \(MCC\)](#)

["Working Women: Valerie Jarrett and the Importance of Mentorship." *The Michelle Obama Podcast*](#)