HUNTER COLLEGE SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
SEDC 210/710: Building Foundations of Literacy
Wednesdays, 10:00am-12:30pm, ONLINE via Blackboard Collaborate
Synchronous Meeting Times
Fall 2020

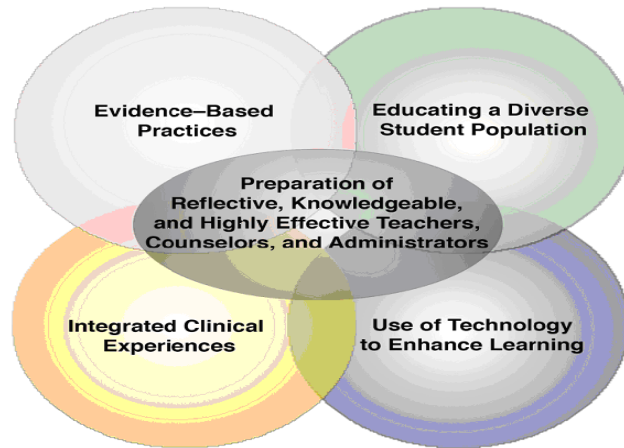| Professor	Kahdeidra M. Martin, M.S.Ed., M. Phil.
Office Hours	Wednesdays, 12:30-1:30pm and by appointment
E-mail	Kma@hunter.cuny.edu
Combined Sections	SEDC 210-02; SEDC 710-04; SEDC 710-94

Course Overview

This synchronous online course offers an exploration of diverse cognitive, social, emotional, and cultural characteristics for learners and how these identity markers manifest within their literacy development. Course participants will discuss the educational needs of students who experience difficulties in acquiring literacy skills, as well as the literacy demands of the discipline in middle and high school for the purposes of assessing, supporting and transforming readers and writers in ways that are developmentally, culturally, and linguistically responsive to their needs. The course offers techniques and strategies for helping readers and writers expand their vocabulary, improve reading comprehension, enhance their writing abilities, and use critical thinking skills within the disciplines. Strategies for differentiation for students with diverse abilities and multilingual learners will be emphasized, as will the use of technology within the classroom.

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Hunter College School of Education Conceptual Framework

The goal of the School of Education is to prepare candidates who will demonstrate, through their professional commitments and practices, multiple competencies that promote effective learning.

Evidence–Based Practices

The School of Education grounds its course content in the best field-based research and practice. Faculty review findings from their respective disciplines to provide our candidates with the strategies needed for effective instruction. Our candidates master the theory and practice of effective pedagogy in their subject areas, and acquire the tools for reflection on and improvement of their professional work. They achieve a solid foundation in the history, philosophy, psychology, sociology and methodology of education that enriches their teaching. Candidates gain expertise in analyzing and using assessment of student performance to guide their instruction and create optimal learning environments for students.

Integrated Clinical Experiences

The School of Education ensures that its candidates understand and experience the realities of school contexts. We establish strong connections with partnering schools in New York City and surrounding areas. We provide extensive fieldwork with supportive supervision in these schools. Candidates engage in carefully sequenced and comprehensively assessed clinical experiences.

Educating a Diverse Student Population

The School of Education provides candidates with critical skills and understanding necessary to be responsive to multiple challenges of all learners: students with a wide range of backgrounds, cultures, abilities, and prior knowledge. We teach candidates to create humane and ethical communities in their classrooms and schools. They gain the ability to collaborate with parents, families, community members, school faculty, and staff in order to provide this support.

Use of Technology to Enhance Learning

The School of Education prepares candidates with practical and theoretical knowledge of effective and judicious uses of technology in a variety of school settings for a broad spectrum of learners. Formative and summative assessments of our candidates' technology competencies are a critical component of preparing them for tomorrow's schools. We believe that appropriate uses of educational technology enhance learning, assessment, and communication.

Course Objectives: This course will provide evidence for meeting expectations in knowledge, skills, and dispositions.

Knowledge: Teachers will understand…
- The complexities of using and supporting students' diverse languages for multiple purposes, including homes, communities, and schools.
- The literacy demands of middle and high school curricula.
- Various strategies that readers and writers will need to enhance their literacy development across the disciplines.
- Adaptations, modifications, and accommodations that will increase students' ability to gain literacy mastery across the curriculum.
- The diverse nature and use of a variety of texts, including (but not limited to) textbooks, nonfiction, digital and multimodal texts, poetry, and fiction.
- Various literacies available including academic, critical, media, and social literacy.
- Culturally responsive approaches to pedagogies that promote motivation, engagement and deeper learning across the disciplines.
- Academic language expectations across the disciplines.

Skills: Teachers will be able to…
- Use appropriate tools to assess the literacy needs of readers and writers.
- Use a variety of instructional strategies to help improve students' performance in literacies, particularly for multilingual learners and students with diverse abilities.
- Use culturally responsive pedagogies in authentic and empowering ways.
- Differentiate literacy instruction, assessment, and curriculum to meet the needs of diverse students.
- Critique and improve learning environments, suggesting ways to adapt and design spaces and resources, using various teaching strategies and technology to encourage literacy development in order to help students gain disciplinary area knowledge.
- Use what students bring into the classroom, culturally, linguistically, and academically, as a way to activate prior knowledge and open up a larger world of literacy so that students are able to access a variety of texts and communicate in diverse ways.

Dispositions: Teachers will be able to…
- Collaborate with others in order to provide optimal learning environments for all adolescents in their classrooms.

Required Readings

1. Lazar, A., Edwards, P.A., & Thompson McMillon, G. (2012). *Bridging literacy and equity: The essential guide to social equity teaching.* New York: Teachers College Press.

2. Zwiers, J. (2014). *Building academic language: Meeting common core standards across disciplines (2nd ed.)*. San Francisco, CA: Jossey-Bass.

3. Choose one book for disciplinary literacy book clubs (come to class first):

   English and World Languages
   Beers, K., & Probst, R.E. (2016). *Reading nonfiction*. Portsmouth, NH: Heinemann.

Boyd, A. (2017). *Social justice literacies in the English classroom*. New York: Teachers College Press.

Garcia, A., & O'Donnell-Allen, C. (2015). *Pose, wobble, flow: A culturally proactive approach to literacy instruction*. New York: Teachers College Press.

Vasquez, V. & Hansen, A**.** (2013). *Teaching language arts to English language learners (2nd ed)*. New York: Routledge.

Math

Hoffer, W.W. (2016). *Developing literate mathematicians: A guide for integrating language and literacy instruction into secondary mathematics.* National Council for Teachers of Mathematics.

History/Social Studies

Nokes, J.D. (2013). *Building students' historical literacies*. New York: Routledge.

Monte Sano, C., De La Paz, S., & Felton, M. (2014). *Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the common core classroom, grades 6-12.* New York: Teachers College Press.

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.

4. Choice articles provided on Blackboard

5. Two choice young adult texts (including one graphic novel/visual text)

Recommended Readings

- *When Kids Can't Read: What Teachers Can Do* (Beers)
- *Developing Readers in the Academic Disciplines* (Buehl)
- *Subjects Matter: Teachers' Guide to Content Area Reading* (Daniels & Zemelman)
- *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap* (Tatum)
- *I Read It, but I Don't Get It* (Tovani)
- *Teaching Adolescent Writers* (Gallagher)
- *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom (*Olson)
- https://www.learner.org/courses/readwrite/resources.html

Academic Integrity Statement

"Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures."

Course Evaluation
20%   Academic Literacy Autobiography
10%   Disciplinary Literacy Book Clubs
30%   Response papers
40%   Disciplinary Literacy Project

Course grades follow the Hunter College Grading System Regulation.

Overview of Course Assignments and Responsibilities
Rubrics will be provided for each of these assignments during class and on Blackboard.

1. Academic Literacy Autobiography (20%): You will engage in analysis of how you acquired academic literacy throughout your lifespan. Throughout the paper, you will analyze how language intersects with power in schools and society. You will also consider how your communities and the identities with which you identify (i.e., socioeconomic, cultural, social, gender, sexuality) shaped the ways you use language. A handout and rubric will be distributed in class. (4-6 pages). **Due 9/23.**

2. Disciplinary Literacy Book Clubs (10%): To differentiate for particular language and literacy practices required across disciplines, you will read one choice book focused on your discipline in a book club. Your book will provide an in-depth look at reading, writing, speaking and listening specific to your discipline, with implications for the classroom. For two book club meetings, you will read 1) one young adult book; and 2) one graphic novel/visual text that both address content in your discipline. Your group will consider ways of implementing these texts in the classroom. **The dates for book clubs are noted on the course calendar, and you will bring Cornell notes/double entry journals to demonstrate preparedness.**

   a. Your double-entry journals should include quotations and responses from all the reading for the week (Zwiers and additional articles, where applicable). **You need at least four quotations in total for each journal submitted.** There should be at least one quotation from each of the readings due. For example, if there are two different readings due, you need 1 quotation from each reading, and then you can pull 2 more quotations from either of the two readings. If there are three readings due, you should have 1 quotation from each reading, and 1 quotation from any of the three.

3. Three Response Papers: (30%): Response papers are a way for you to engage with concepts integral to the course. Each response paper should be two pages in length, double-spaced, 12-point font and turned in via Turnitin on Blackboard. Each response is worth 10 points.

- **Social Equity Teaching Response (Due 9/16)**: Write a response paper on a chapter of your choice from Lazar et al., Chapters 5-7. Include a *brief* summary of the chapter (no more than 1-2 paragraphs) as well as a section on what new information you learned that you think will help you in the classroom. The rest of the paper can be your reflection on the entire book—for *example*: questions it raised or connections you made to other classes you are taking.

- **Multilingual Learner Response (Due 9/30):** For this response, you will synthesize the research on multilingual learners, including the processes of language learning and the contextual factors that impact learners' acquisition of school-based literacies. You will identify components of academic language that need scaffolding for multilingual learners in your discipline.

- **Disciplinary Literacy Response (Due 10/21)**: You will write a response synthesizing the ways of using language and thinking in your discipline.

4. <u>Mini disciplinary literacy infused instructional unit (40%):</u> You and a partner or small group will construct a mini disciplinary literacy infused instructional unit (3-5 cohesive lessons) that addresses the different modes of literacy (reading/writing/vocabulary/speaking and listening/visual) to meet your unit content and skill goals. You will consider students' linguistic, cultural and ability demands to differentiate your mini unit to meet the needs of your learners. The mini unit should include student materials and a rationale for how your plan supports' disciplinary literacy learning, is culturally responsive and reflective of current research in your discipline. A model lesson plan and rationale will be distributed in class. **Due 12/16 by 11:59pm via email.**

Class Policies
- <u>Late Papers</u>: All assignments need to be completed and turned in on time, or we lose the rhythm of our work together. If you know your assignment will be late, you must email me immediately and ask for an extension. Late assignments will be reduced by one letter grade. Late work will not be accepted after two weeks.

- <u>Work Format</u>: Assignments should be typed using 12-point font with one-inch margins. Please try not to go over the required page limit. Use the newly updated APA 7th edition for style and references. See the official [APA website](#) for general guidelines. More in-depth guidelines and sample papers are available on [Purdue OWL](#).

- <u>Access and Accommodations for Students with Disabilities</u>: In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational

access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or TTY (212) 650-3230.

- Expectations for Written and Oral Proficiency in English: Students are required to demonstrate a strong command of English orally and in all written communications. The Hunter College Writing center provides tutoring to students across the curriculum and at all academic levels. For more information, see http://rwc.hunter.cuny.edu. In addition, the School of Education offers a reading/writing workshop during the semester to students who need additional work honing their reading and writing skills. To register for this course, students must obtain permission either from the Chair of Curriculum and Teaching or the Associate Dean.

- Blackboard: Please be sure to check Blackboard for this course before coming to *every* class, as many pertinent materials will be available to you there.

- Revised Work: Please read through your work carefully before submitting, making sure that you have met the requirements. As educators, we must set high standards for mastery of mechanics, conventions, and grammatical structures of language; therefore, proofread prior to submission.

Attendance and Participation Policy
Attendance and active participation in class are expected and required. Students should be prepared to engage with colleagues in dialogue and debate both in class and online. If you are absent, please email me *before* class to let me know that you will not be in class and the reason for your absence. Before the next class, please also submit a blog response (see Blackboard) to all the topics and readings, summarizing the key points, asking questions, and reflecting on the content. It is also expected that you contact another student about other topics and/or issues that were discussed in class. **More than two absences will result in a failing grade for the course (Hunter College School of Education Policy).**

Schedule of Topics, Readings, and Assignments

As you read, you should "track your thinking" by responding with questions, making personal connections to points in the readings, and noting other books and articles you have read that remind you of ideas the authors raise. These notes could take the form of writing in the margins, post-it notes, double-entry journals, etc. Use these notes as possible points to explore in your response papers.

What literacies do students bring to school? How did I acquire academic literacies?

	What are the literacy practices of my discipline? What is culturally responsive literacy instruction?	
DATE	**TOPICS**	**AGENDA AND ASSIGNMENTS**
Aug 26	What is literacy? • Introductions • Course overview • Conceptualizing literacy as disciplinary practices tied to social groups	1. Browse course Blackboard and order required texts
Sept 2	What identities and literacies do my students bring to school? How are equity and literacy connected? • The complexity and relevance of literacy and culture • Introduce academic literacy autobiography	1. Lazar et al., Chapters 1-2 2. Zwiers, "Understanding how students use language"
Sept 9	How does language, power and dialect variation intersect? Introduce disciplinary literacy book clubs (select a text for book clubs)	1. Lazar et al., Chapters 3-4 2. Reiss, "Culture and content instruction" from 120 Content Strategies for ELLs (Bb)
Sept 16	What does social equity teaching look like in the classroom? • Culturally relevant teaching • Exploring bias and privilege How do I create a literacy-rich and inclusive environment in my classroom? • Learning about students and building positive classroom culture • Integrating knowledge about students in the curriculum	1. Lazar et al., Chapters 5-7 2. "The elements of a literacy-rich classroom environment" (pdf) 3. **Social Equity Teaching Response due**
Sept 23	What is academic literacy? How did I acquire academic literacy? What support and resources did I have access to in my home, school and community?	1. Zwiers, "Language skills required by the Common Core Standards" and "Cultivating academic language variation" 2. **Academic literacy autobiography due**

Sept 30	What do I need to know about second language acquisition to support multilingual learners with academic literacy?	1. Reiss, "Theoretical considerations" from <u>120 Content Strategies for ELLs</u> (Bb) 2. Choice article on multilingual learners (Bb) 3. <mark>**Multilingual learner response due**</mark>
**October 14th- NO CLASS (Monday Schedule)**	
Oct 21	What are the literacy demands of my discipline? • Examine CCSS/discipline standards for literacy demands **11:30am-12:30pm meet in Disciplinary Literacy (DiscipLit) Book Clubs**	1. Zwiers, "Content-area variations of academic language" **2. Choice chapter/article on literacy demands within your discipline** 3. Download a copy of the CCSS or standards for your discipline and have available during class. 4. <mark>**Disciplinary literacy response due**</mark>
**How do I facilitate reading, writing, speaking and listening in my discipline?** **How do I integrate disciplinary literacy with digital technologies? Students' social worlds?**	
October 28	What are the elements of a disciplinary literacy-infused lesson plan? • Planning for students needs • Essential questions/big ideas • Gradual Release of Responsibility • Planning differentiated and culturally responsive instruction What authentic assessments support literacy, especially for multilingual learners? **11:30am-12:30pm meet in Disciplinary Literacy (DiscipLit) Book Clubs**	1. Zwiers, "Building language development into lessons and assessments" (Bb) 2. Fisher & Frey, Classroom snapshots (Bb) **3. Come to book club with ideas that you'd like to explore for the mini-unit: essential questions, assessments, lesson activities, anything at all. Use this time to deliberate on topics and start preparing for the draft due on 11/18.**

Nov 4 (The Day After…)	What do I need to know about comprehension? How do I activate prior knowledge and provide vocabulary support before reading a complex text? Strategies in practice: Anticipation guides, word study **11:30am-12:30pm meet in Disciplinary Literacy (DiscipLit) Book Clubs**	1. Zwiers, "Language for reading complex texts" **2. Disciplinary literacy book chapter on reading and/or vocabulary**
Nov 11	How do I increase readers' motivation, knowledge and skills in my discipline? • Beyond the textbook: Selecting culturally relevant and engaging texts Strategies in practice: Independent reading, approaches to reading, differentiated texts **11:30am-12:30pm meet in Disciplinary Literacy (DiscipLit) Book Clubs**	1. Choice article on reader engagement (Bb) **2. Disciplinary book clubs: YA lit book #1**
Nov 18	How do I support speaking and listening in my discipline in culturally responsive ways? Strategies in practice: Socratic seminar **11:30am-12:30pm meet in Disciplinary Literacy (DiscipLit) Book Clubs**	1. Zwiers, "Facilitating whole class discussions" and "Academic listening and speaking in small groups and pairs" **2. Disciplinary literacy book chapter on speaking and listening** 3. ==**Draft of Mini-Unit essential questions, learning objectives, & assessments due via email by the end of class**==
November 25th- NO CLASS (Friday Schedule)		
Dec 2	How do I support writing in my discipline in culturally responsive ways? Strategies in practice: Free writes, journals, scaffolds for disciplinary writing, sentence stems	1. Bomer & Fowler-Amato, "Expanding adolescent writing" (Bb) **2. Disciplinary literacy book chapter or article on writing**

	11:30am-12:30pm meet in Disciplinary Literacy (DiscipLit) Book Clubs	
Dec 9	What is visual literacy? How do I use images and digital technology in culturally responsive ways to support meaningful teaching and learning? Strategies in practice: Analyzing visual images, multimodal assessments, using film/documentaries in the classroom **11:30am-12:30pm meet in Disciplinary Literacy (DiscipLit) Book Clubs**	1. Serafini, "Expanding perspectives for comprehending visual images in multimodal texts" (Bb) **2. Disciplinary literacy book clubs: YA graphic novel/visual text**
Dec 16	**Mini-Unit and peer evaluations due via email by 11:59pm.** Designate 1 person to send as a Word attachment via email, copying all group members.	