

USC Rossier School
of Education

**EDUC 505: Integrating Literacies in Secondary
Content Instruction**

Units: 2

Fall 2017

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Office Hours: After class or by appointment

Course Description

This course prepares candidates to integrate literacy with their secondary students' construction and development of content area enduring understandings. Candidates will become ongoing decision makers across instructional contexts through the application of theory and promising instructional practices for diverse student populations. This course highlights facilitation, mediation and intervention in the development of literacies and language integrated within the content areas. The course foregrounds the connection between language and literacy as a vehicle for developing content knowledge and articulating one's thinking and learning.

Challenging perspectives that literacy is simply a collection of discrete skills, socio-cultural theory suggest that literacy is the means by which individuals make meaning and construct their understandings of the world. The integration of literacy within the content areas emphasizes the importance of developing language and literacies in context and provides students with authentic opportunities to develop reading, writing, speaking and listening for real audiences.

This course is further designed to ensure that credential candidates understand the Content Standards for their discipline.

Learning Objectives

Course objectives are examined in more detail at the end of the syllabus for their explicit connections to the course and teacher education standards.

- Define the role of literacy within the disciplines/content area.
- Examine student diversity (racial, special needs, language, and economic) from a literacy perspective of equity and access for powerful literacy.
- Articulate the development of adolescent literacies as a Sociocultural process with a strong relationship between students' assets and competencies and acquisition of content area understandings.
- Identify textual structure in specific discipline to facilitate developing comprehension and content-specific concepts/vocabulary.
- Connect text to learners using appropriate evidence-based strategies
- Facilitate literacy development to promote and support higher order thinking skills.
- Demonstrate basic understanding of reading comprehension and reading processes.
- Define critical literacy in the disciplines.
- Facilitate valuing students' heritage languages and language varieties while providing access to academic language of the discipline.
- Apply learning theory to pedagogical choices.
- Demonstrate basic understanding of reading assessments for students and text.
- Understand the relationship of identity formation and literacy experiences both in and out of the classroom.
- Examine literacy theory as it connects to candidates' professional identity.
- Learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.
- Acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.
- Learn how cognitive, pedagogical, and individual factors affect students' language acquisition.
- Candidates learn and understand the importance of students' family and cultural backgrounds and experiences in planning instruction and supporting student learning.

Technological Proficiency and Hardware/Software Required

DISTANCE LEARNING

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

< <http://www.usc.edu/student-affairs/SJACS/> >

Required Readings and Supplementary Materials

The out-of-class workload for this course is 4 hours per week. Out-of-class assignments include:

- READINGS (including viewing videos) (approximately 2-3 hours weekly)
 - **Required Texts** (may be purchased at the USC Bookstore or through a private vendor, e.g. Amazon, Barnes & Noble, Powells):
 - Buel, D. (2009). *Classroom strategies for interactive learning* (4th. ed.). International Reading Association.
 - **Required disciplinary texts: obtain ONLY the text in the discipline in which you are studying (A few of these titles may be available through the USC Library as an electronic text):**
 - English: Philippot, R., & Graves, M. F. (2009). *Fostering comprehension in English classes: Beyond the basics*. New York, NY: Guilford Press
 - Math: Kenney, J. M. (2005). *Literacy strategies for improving mathematics instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
 - Science: Grant, M. C., Fisher, D. (2015). *Reading and writing in science* (2nd. ed.). Thousand Oaks, CA: Corwin Press.
 - Social Studies: Ogle, D., Klemm, R., & McBride, B. (2007). *Building literacy skills in social studies: Strategies for improving comprehension and critical thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.
- **All articles are available in the USC Library Course Reserves.**
- WRITTEN ASSIGNMENTS/TEXTUAL PRODUCTS (approximately 1-2 hours weekly)

Fieldwork Requirement

There is no fieldwork requirement for this course; however, some assignments are aligned with the fieldwork completed in your Pedagogy A fieldwork placement.

Description and Assessment of Assignments

Strategy Modeling

You will become familiar with evidence-based literacy strategies in this course, analyzing choices in pedagogical approaches and selection of appropriate strategies to meet content goals/objectives.

This assignment will highlight the importance of teaching for understanding and using strategies for construction of knowledge to promote content understandings, as opposed to over reliance on discrete strategy instruction. You will practice integrating strategies for engagement, comprehension, and construction of knowledge for content instruction to engage all learners and facilitate content understanding.

This assignment will be completed during class time in collaborative groups and self-assessed, with instructor input, using a rubric.

After the class presentation, each candidate will complete a self-assessment using the rubric (in the toolbox) and upload to the LMS in the Assignment & Grading section. The rubric is due 24 hours after the presentation.

The Strategy Modeling will continue Units 2 – 4, during Class Time. The presentation is worth up to **5 points** each; total **15 points**.

Instructor-Mediated Inquiry Groups

Inquiry Groups will meet during Units 2, 3, 4, & 5. Inquiry Groups will be assigned by your instructor or self-selected; most weeks you will meet with those in your discipline, but some weeks you may meet in a more interdisciplinary group.

The purpose of the Inquiry Group is to discuss the assigned readings and complete the learning task collectively to promote sociocultural learning.

Inquiry groups meet during regularly scheduled class time; attendance and participation grades are assigned, as in class time (see description above).

Before each inquiry group, assigned readings should be completed. Each candidate will design a question to use during the inquiry group that will promote in-depth discussion.

Class will meet as a whole group to review the learning task and share questions. The completed learning task is worth up to 10 points and questions are worth up to 3 points.

Engaging Students with Texts

This assignment will provide information on integrating literacy in your content area instruction, and will explore how varied media can be effectively used in academic settings. Engaging students with texts is a key aspect of this course, highlighting the need for providing complex curriculum materials for rigorous instruction, as opposed to substituting “easier” materials that reduce complexity and deny access for some students.

Examine the core text for your discipline being used in your fieldwork classroom. (If you do not have a fieldwork assignment, review a core text in a nearby library). Using the information about the strengths and weaknesses of the core text, you will create a “Text Set” to supplement the core text. This has several purposes:

1. To find ways to access the concepts/big ideas of analyzed chapter for the continuum of learners in your fieldwork classroom;
2. To integrate technology into the classroom through purposeful use of media beyond print texts;
3. To purposefully integrate argument in the discipline;
4. To engage in the process of coherently planning around a mandated core text to advocate for meaningful learning.

Using available resources (e.g., the Internet, your fieldwork teacher, your content knowledge), identify **three texts** to supplement the core text (see below). As Wiggins and McTighe (2005) note, “Even the best textbook will be useful in achieving some...desired results...[t]he text is a tool; it is not the syllabus. (p. 231). This assignment allows you to compensate for a text’s shortcomings—for example, such as summarizing and surveying without providing opportunities for inquiry.

You will decide the product you will turn in for this assignment. Below are the components of the assignment; you make the decision on how to present these components coherently. It may be an academic paper, a wiki space, a presentation (Prezi, etc.) or video (prepared ahead of time and uploaded by the due date), a podcast, a visual essay, or a product created in other media. However, there will not be time to present your assignment to class members during class time; it is recommended you upload your assignment to the course wall so others in the class may benefit from your approach.

Your product will include the following elements:

You will choose **three supplemental texts for the core text**. The selected texts should align to the concept of the chapter in the core text you analyzed in Unit 2, and be selected as supplemental, for use during a 2-4 week period, thinking about how the texts work in a sequence of lessons around a core content concept. The texts should be of **varied media and difficulty levels**. For each text (repeat the following **three times**) you will include:

- An instructional standard from the Common Core State Standards (CCSS).
- A Learning Outcome to meet/exceed the standard chosen.

- For one of the three texts, the learning outcome must be on an aspect of argument to convey intricate or multifaceted information in your discipline (refer to Unit 2, identifying argument in your discipline)
 - For one of the three texts, the learning outcome must address the language of the discipline (how words and phrases are used in text, including vocabulary specific to domains related to your discipline)
 - For one of the three texts, the learning outcome must address integration of visual information such as charts, graphs, maps, artworks, videos, etc.
- A rationale for each text explaining:
 - *why* the text was chosen (highlighting the medium (video, blog, etc.) and difficulty level)
 - *how* the text aligns with the CCSS selected
- A literacy strategy with which to engage diverse learners with the text and ensure they access the content and are challenged to meet/exceed the selected standard.
 - **Rationale** for how each strategy will be used to support access to the text and rigorous instruction towards enduring understandings in your content area, and how each strategy addresses the learning goal(s)/objective(s) and meet or exceed the standard(s).
 - **Explanation** of which learning theory(-ies) informed each selected strategy, and how each strategy supports the concepts of the discipline.
- A discussion of what student learning is anticipated and how you will check for understanding that the learning took place

Copy and paste the rubric to your product (if possible) after your references; title your assignment with your last name, assignment name—e.g.: Carbone_Engaging students with text.doc

Upload your product to the assignment page on the LMS; if you create a website, or wiki, or other product that cannot be uploaded, COPY THE LINK in a word document, paste the rubric after the link, and upload the word document as your assignment. Your instructor will follow the link to view your product.

The product is due Sunday of Week 10 and is worth 40 points.

Ideological Stance in Content Area Instruction

This assignment will be “previewed” during Class Time, Unit 5, and due per your instructor.

- In class Unit 5 (week 9), you will present 3 statements, limited to 2 minutes:
 1. State your ideological stance
 2. Explain how you arrived at that stance (support claim with evidence)
 3. Give one example of how you will implement your stance.
 4. Conclude with a discussion of the tension between using strategies and student construction of content enduring understandings, in terms of the often polarizing views between the “science” and art of teaching.

You will then create a product reflecting your ideological stance regarding pedagogical approaches for your content area, focusing on how you will provide equity and access to content understanding. Incorporate your view on learning theory(ies), and which one(s) you find most useful for promoting equity and access for all students (including underserved, learning disabled, gifted, and English Language Learners). Include the theoretical perspectives on literacy from this course and courses from your first term that will inform your pedagogical choices in the classroom.

The purpose of this assignment is for you to begin formulating your philosophy of teaching, and to synthesize the concepts from courses you have completed through connections between those courses and pedagogical practice in your content area.

Upload the rubric, pasted at the end of your product; if it is not possible to upload the product, copy the link to your work at the top of the rubric. Save the rubric with your last name & the assignment name before uploading.

This assignment is due per your instructor and is worth up to 15 points.

Class Time

Class Time and/or contact hours weekly: There are 15 class meetings over the term. Video Lectures are assigned to be viewed in each unit’s required reading, and should be viewed before Class Time. Please see pages 11-12 of the syllabus for weeks that class meets.

You will receive CREDIT for full participation. This includes arriving to class on time and participating for the full session. To receive full credit each week, you must also be fully engaged in all activities, which will include group problem solving, class presentations, and mediated inquiry groups. You are ONLY allowed one excused absence during the 15-week term. You must notify your instructor, via email, if you will be unable to participate. After 1 missed session you will not receive any credit for missed Class Time. If there are extenuating circumstances please contact your instructor to set up a make-up session. Make-up sessions will only be granted once and must be due to an emergency or unavoidable absence from your regular Class Time session.

For on-line students, in order to receive full credit for class time you must be present via video and teleconferencing. In the event of technical difficulties with the system, you are responsible for having the conference line call-in number and passcode available so you can call in, as well as the url so you can enter the classroom by-passing the LMS. Your instructor will provide you with these during the first class meeting.

Class time is worth 10% of the overall course grade, 1 point per meeting.

Participation

Participation in class discussions, learning tasks, and in inquiry groups is assessed both by the candidate and the instructor.

Grading Breakdown

How will students be graded overall, including the assignments detailed above. Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Assignment	Points Possible	Due Date
All assignments are weighted based on complexity and comprehensiveness.		
Inquiry Groups – Learning Tasks 1, 2, 3, & 4	10 each; 40 total	Units 2, 3, 4, & 5: During Class Inquiry Group; due on course wall if not finished in class
Strategy Modeling for Integrating Literacy	5 each; 15 total	Units 2 – 4: During Class Upload product no later than 24 hours after class time
Engaging Students with Text	40	Unit 3: Sunday week 10
Ideological Stance in Content Area Instruction	15	Unit 5: Per Your Instructor
Class Participation	12	Weeks 1,2,3,5,7,9, 10, 11, 12, 13, 14, 15
Inquiry Group : Guiding Question (3 pts.), discussion, learning task, and attendance (10 pts.)	13 each; 52 total	Weeks 4,6,8,10

GRADE DISTRIBUTION TABLE

A 100-95%	B+ 89-86%	C+ 79-76 %	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

Assignment Submission Policy

Assignments are due on the LMS in the course assignment page.

LATE POLICY:

1. Late assignments will be accepted only with the professor's advance permission and under limited circumstances.
2. Each professor will determine what constitutes sufficient advance permission and acceptable circumstances.
3. Late papers with advance permission will not be docked points. If advance permission has not been granted, a paper will be docked 10% of the total value per day it is late.

Course Schedule: A Weekly Breakdown

Class meets for 1 hour 40 mins. each week; out of class assignments are expected to take 4 hours per week.

Week/Unit	Topics/Daily Activities	Readings and Homework <i>All assigned reading is to be completed PRIOR to class time.</i>	Deliverable/ Due Dates
Week 1 Unit 1	Sociocultural Perspectives <ul style="list-style-type: none"> • Introductions • Review syllabus and assignments • Sociocultural learning theory & literacy 	View: Video Dr. Ernest Morrell View: Lecture: Sociocultural Processes & Adolescent Literacy	
Week 2 Unit 1	<ul style="list-style-type: none"> • Define the role of literacy within the disciplines/content area. • Examine student diversity (racial, special needs, language, and economic) from a literacy perspective of equity and access for powerful literacy. • Articulate the development of adolescent literacies as a Sociocultural process with a strong relationship between students' assets and competencies and acquisition of content area understandings. 	Brown, R. (2008). Strategy matters: Comprehension instruction for older youth. In K. A. Hinchman, H. K. Sheridan-Thomas, D. E. Alvermann, (Eds.), <i>Best practices in adolescent literacy instruction</i> , (pp. 114-131). New York, N.Y.: The Guilford Press. Buel, D. (2009). <i>Classroom strategies for interactive learning</i> (4 th . ed.). International Reading Association. Chapter 1: Fostering Comprehension of Complex Texts. Gee, J. (2012). Discourses and literacies. <i>Social linguistics and literacies: Ideology in discourses</i> (4 th ed.) (pp. 147-178). New York, NY: Routledge.	

<p>Week 3 Unit 1</p>	<ul style="list-style-type: none"> Understand the role of argument within the context of the disciplines. 	<p>All candidates: View: Lecture: Principles of Argument</p> <p>Identify, read, and become familiar with the Common Core State Standards from your discipline addressing argument: http://www.corestandards.org/.</p> <p>Website describing "Writing to Learn" - http://wac.colostate.edu/intro/pop2d.cfm</p> <p><u>English candidates:</u> Lewis, W. E., & Ferretti, R. P. (2009). Defending interpretations of literary texts: The effects of <i>topoi</i> instruction on the literary arguments of high school students. <i>Reading and Writing Quarterly: Overcoming Learning Difficulties</i>, 25(4), 250-270.</p> <p><u>Math candidates:</u> Bergqvist, T., & Lithner, J. (2012). Mathematical reasoning in teachers' presentations. <i>The Journal of Mathematical Behavior</i>, 31(2), 252-269.</p> <p><u>Science candidates:</u> Osborne, J. F. (2009-2010). An argument for arguments in science class. <i>The Phi Delta Kappan</i>, 91(4), 62-65. Brown, N. J. S. et al. (2010). The evidence-based reasoning framework: Assessing scientific reasoning. <i>Educational Assessment</i>, 15(3-4), 123-141.</p> <p><u>Social Studies candidates:</u> Duplass, J. A., & Zeidler, Dana L. (2000). Critical thinking and the role of logical argument in social studies education. <i>International Journal of Social Education</i>, 15(1), 113-127.</p>	<p>POST to course wall PRIOR to class time: enduring understandings in your discipline & what constitutes argument in your discipline; use the Common Core State Standards as a guide. Credit/NC</p>
<p>Week 4 Unit 2</p>	<p>Features of Content Area Texts</p> <ul style="list-style-type: none"> Identify textual structure in specific discipline to facilitate developing comprehension and content-specific concepts/vocabulary. 	<p>Burbules, N. C., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits. In T. S. Pokewitz & L. Fendler, (Eds.), <i>Critical Theories in Education</i> (pp. 45-66). NY: Routledge.</p> <p>Schleppegrell, M. J. (2001). Linguistic</p>	<p>Class Presentations: Strategy Modeling</p> <p>DURING CLASS TIME:</p> <ul style="list-style-type: none"> Go to Annenberg Learner:

		<p>features of the language of schooling. <i>Linguistics and Education</i>, 12(4), 431-459.</p>	<p>https://www.learner.org/courses/readwrite/disciplinary-literacy/what-is-disciplinary-literacy/9.htm</p> <p>↓ Complete interactive quiz “experiencing discipline-specific texts”</p>
<p>Week 5 Unit 2</p>	<ul style="list-style-type: none"> • Instructional implications of disciplinary text • Differentiate EXPLICIT and DIRECT instruction 	<p>Buehl, D. (2009). <i>Classroom strategies for interactive learning</i> (4th. ed.). International Reading Association Chapter 2: Frontloading: Addressing Knowledge Demands of Complex Texts</p> <p>Vacca & Vacca: Chapter 2 – Assessing students and texts, pp. 50-65 http://www.cooljaz.net/Literacy_Learning_Chapter02.pdf (pdf is also in toolbox)</p> <p>View Presentation: Think Aloud Metacognitive Strategy. <i>The presentation can be viewed in Unit 2 on the LMS.</i></p>	<ul style="list-style-type: none"> • Go to Annenberg Learner: https://www.learner.org/courses/readwrite/disciplinary-literacy/what-is-disciplinary-literacy/9.htm <p>↓ Review section on “implications for instruction” & watch video</p>
<p>Week 6 Unit 2</p>	<p>Inquiry Group #1</p>	<p>ENGLISH CANDIDATES: Philippot, R., & Graves, M. F. (2009). <i>Fostering comprehension in English classes: Beyond the basics</i>. New York, NY: Guilford Press</p> <ul style="list-style-type: none"> • Chapter 2, pp. 27-52 <p>Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to teach expository text structure to facilitate comprehension. <i>English Education</i>, 64(5), 368-372.</p> <p>MATH CANDIDATES: Kenney, J. M. (2005). <i>Literacy strategies for improving mathematics instruction</i>.</p>	<p>Prepare guiding question for Inquiry Group Discussion; post on course wall <i>prior</i> to meeting</p> <p>During class time: Learning Task #1</p>

		<p>Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> • Chapter 1: Mathematics as Language <i>Joan M. Kenney</i> (pp. 1-8) • Chapter 4: Graphic Representation in the Mathematics Classroom <i>Loretta Heurer</i> (pp. 51-72) <p>Handout: Math Word Problem Intervention Strategy – Identification of Common Word Problem Structures Using Schema Based Strategies (in Toolbox)</p> <p>SCIENCE CANDIDATES: Grant, M. C., Fisher, D. (2015). <i>Reading and writing in science</i> (2nd ed.). Thousand Oaks, CA: Corwin Press.</p> <ul style="list-style-type: none"> • Chapter 1: Teaching Students to Think Like Scientists (pp. 1-15) • Chapter 4: Writing Like a Scientist (pp. 94-134) <p>SOCIAL STUDIES CANDIDATES: Ogle, D., Klemp, R., & McBride, B. (2007). <i>Building literacy skills in social studies: Strategies for improving comprehension and critical thinking</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> • Chapter 1: Reading Social Studies Texts (pp. 3-15) • Chapter 6: Strategies for Textbook Literacy (pp. 80-126) 	
<p>Week 7 Unit 3</p>	<p>Reading Comprehension: Engaging Students with Text</p> <ul style="list-style-type: none"> • Demonstrate basic understanding of reading comprehension and reading processes. 	<p>All Candidates: Buel, D. (2009). <i>Classroom strategies for interactive learning</i> (4th. ed.). International Reading Association. Chapter 3: Questioning for Understanding Using Text Frames. Chapter 4: Mentoring Reading through Disciplinary Lenses.</p> <p>Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. <i>The Reading Teacher</i>, 56(5), 458-464.</p>	<p>Class Presentations: Strategy Modeling</p>

<p>Week 8 Unit 3</p>	<ul style="list-style-type: none"> Facilitate literacy development to promote and support higher order thinking skills. 	<p>Math Candidates, read this chapter covering comprehension through questioning in the math classroom: Sammons, L. (2011). <i>Building mathematical comprehension: Using strategies to make meaning</i>. Huntington Beach, CA: Shell Education. Chapter 4: Increasing Comprehension by Asking Questions, pp. 115-145.</p> <p>English, Science, and Social Studies Candidates, read this chapter covering approaches to informational texts: Beach, R., Thein, A. H., & Webb, A. (2012). <i>Teaching to exceed the English Language Arts Common Core State Standards: A literacy practices approach for 6-12 classrooms</i>. New York, NY: Routledge. Chapter 5: Interpreting Nonfiction/Informational Texts, pp. 95-116.</p>	
<p>Week 9 Unit 3</p>	<p>Inquiry Group #2</p>	<p>ENGLISH CANDIDATES: Philippot, R., & Graves, M. F. (2009). <i>Fostering comprehension in English classes: Beyond the basics</i>. New York, NY: Guilford Press</p> <ul style="list-style-type: none"> Chapter 4: Fostering Responses to Literature (pp. 77-103) Chapter 5: Teaching Comprehension Strategies (pp. 104-131) <p>MATH CANDIDATES: Kenney, J. M. (2005). <i>Literacy strategies for improving mathematics instruction</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> Chapter 2: Reading in the Mathematics Classroom <i>Diana Metsisto</i> (pp. 9-23) Chapter 3: Writing in the Mathematics Classroom <i>Cynthia L. Tuttle</i> (pp. 24-51) 	<p>Prepare guiding question for Inquiry Group Discussion; post on course wall <i>prior</i> to meeting</p> <p>During class time: Learning Task #2</p> <p>Engaging Students with Text Assignment due Sunday after class time.</p>

		<p>SCIENCE CANDIDATES: Grant, M. C., Fisher, D. (2015). <i>Reading and writing in science</i> (2nd ed.). Thousand Oaks, CA: Corwin Press.</p> <ul style="list-style-type: none"> Chapter 3: Reading Like a Scientist (pp. 52-93) <p>SOCIAL STUDIES CANDIDATES: Ogle, D., Klemp, R., & McBride, B. (2007). <i>Building literacy skills in social studies: Strategies for improving comprehension and critical thinking</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> Chapter 7: Strategies for Reading Primary and Secondary Sources (pp. 127-140) Chapter 8: Strategies for Newspaper and Magazine Literacy (pp. 142-183) 	
<p>Week 10 Unit 4</p>	<p>ACADEMIC LANGUAGE</p> <ul style="list-style-type: none"> Facilitate valuing students' heritage languages and language varieties while providing access to academic language of the discipline. 	<p>Delpit, L. (2002). No kinda sense. In L. Delpit, (Ed.), <i>The skin that we speak: Thoughts on language and culture in the classroom</i>, (pp. 34-48). NY: The New York Press.</p> <p>Zwiers, J. (2007). Teacher practices and perspectives of developing academic language. <i>International Journal of Applied Linguistics</i>, 17(1), 93-116.</p>	<p>Class Presentations: Strategy Modeling</p>
<p>Week 11 Unit 4</p>	<ul style="list-style-type: none"> Create varied questions for specific content texts/concepts to promote academic language. Develop approaches for academic discussions 	<p>ENGLISH CANDIDATES: Philippot, R., & Graves, M. F. (2009). <i>Fostering comprehension in English classes: Beyond the basics</i>. New York, NY: Guilford Press</p> <ul style="list-style-type: none"> Chapter 6: Teaching Higher-Order Thinking Skills (pp. 131-180) <p>MATH CANDIDATES: Kenney, J. M. (2005). <i>Literacy strategies for improving mathematics instruction</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> Chapter 5: Discourse in the Mathematics Classroom <i>Euthecia Hancewicz</i> (pp. 72-86) 	

		<p>SCIENCE CANDIDATES: Grant, M. C., Fisher, D. (2015). <i>Reading and writing in science</i> (2nd ed.). Thousand Oaks, CA: Corwin Press.</p> <ul style="list-style-type: none"> Chapter 2: Knowing and Using Scientific Language to Communicate Like a Scientist (ONLY pp. 16-28 & pp. 36-50) <p>SOCIAL STUDIES CANDIDATES: Ogle, D., Klemp, R., & McBride, B. (2007). <i>Building literacy skills in social studies: Strategies for improving comprehension and critical thinking</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> Chapter 2: Fostering Engaged Learning in Social Students Classrooms (pp. 16-32). Chapter 3: Teaching Vocabulary to Older Students (pp. 33-52). 	
<p>Week 12 Unit 4</p>	<p>Inquiry Group 3</p>	<p>Beck, I., McKeown, M. G., & Kucan, L. (2002). <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. Chapter 2: Choosing Words to Teach. Available in Toolbox.</p> <p>Flanigan, K., Templeton, S., & Hayes, L. (2012). What’s in a word? Using content vocabulary to <i>generate</i> growth in general academic vocabulary knowledge. <i>Journal of Adolescent and Adult Literacy</i>, 56(2), 132-140.</p> <p>Sedita, J. (2005). Effective vocabulary instruction. <i>Insights on Learning Disabilities</i>, 2(1), 33-45.</p> <p>Familiarize yourself with the academic vocabulary of your discipline. Use the Internet, the Common Core Standards and National Standards in your discipline, and materials from your Pedagogy A Course.</p> <p>Visit the website “Academic Vocabulary Games” at: http://jc-schools.net/tutorials/vocab/</p>	<p>Prepare guiding question for Inquiry Group Discussion; post on course wall <i>prior</i> to meeting</p> <p>During class time: Learning Task #3</p>

<p>Week 13 Unit 5</p>	<p>Integrating Literacy in the Content Areas</p> <ul style="list-style-type: none"> Plan instruction to integrate literacy development in their discipline. Demonstrate basic understanding of reading assessments for students and text. 	<p>Cadiero-Kaplan, K. (2008). Critically examining beliefs, orientations, ideologies, and practices toward literacy instruction: A process of praxis. In L. I. Bartolomé, (Ed.), <i>Ideologies in education: Unmasking the trap of teacher neutrality</i>, (pp. 117-134). New York: Peter Lang Publishing, Inc.</p> <p>Jacobs, G. (2012). The proverbial rock and hard place: The realities and risks of teaching in a world of multiliteracies, participatory culture, and mandates. <i>Journal of Adolescent & Adult Literacy</i>, 56(2), 98-102.</p> <p>Ladson-Billings, G. (1992). Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching. <i>Theory into Practice</i>, XXXI(4), 312-320.</p>	
<p>Week 14 Unit 5</p>	<p>INQUIRY GROUP #4</p> <ul style="list-style-type: none"> Demonstrate basic understanding of the relationship between literacy experiences and practices both in and out of the classroom. Examine literacy theory as it connects to candidates' professional identity. 	<p>ENGLISH CANDIDATES: Philippot, R., & Graves, M. F. (2009). <i>Fostering comprehension in English classes: Beyond the basics</i>. New York, NY: Guilford Press</p> <ul style="list-style-type: none"> Chapter 8: Comprehension in context (pp. 181-212) <p>MATH CANDIDATES: Kenney, J. M. (2005). <i>Literacy strategies for improving mathematics instruction</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> Chapter 6: Creating Mathematical Metis <i>Joan M. Kenney</i> (pp. 87-95) Appendix: pp. 95-99 <p>SCIENCE CANDIDATES: Grant, M. C., Fisher, D. (2015). <i>Reading and writing in science</i> (2nd ed.). Thousand Oaks, CA: Corwin Press.</p> <ul style="list-style-type: none"> Chapter 5: Assessing Student Learning in Science (pp. 135-159) <p>SOCIAL STUDIES CANDIDATES:</p>	

		Ogle, D., Klemp, R., & McBride, B. (2007). <i>Building literacy skills in social studies: Strategies for improving comprehension and critical thinking</i> . Alexandria, VA: Association for Supervision and Curriculum Development. <ul style="list-style-type: none"> • Chapter 4: Organizing a Classroom for Democratic Engagement (pp. 53-70) • Chapter 5: Promoting Civic Engagement (pp. 70-89) 	
Week 15 Unit 5	<ul style="list-style-type: none"> • Review Multimodal approaches to composing • Apply to discipline • Integrate learning theory with pedagogy and strategies 	Pressley, M., Harris, K. R., & Marks, M. B. (1992). But good strategy instructors are constructivists! <i>Educational Psychology Review</i> , 4(1), 3-31.	Ideological Stance Due per instructor

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.