

READ 3530
Content Area Literacies for Middle School
Course Outline__Spring 2008

Class: Mondays, 1:25pm-4:25pm

Meeting Room: 319 Aderhold Hall

Instructor: Dr. Jennifer Graff

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Office: 309L Aderhold Hall

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Consultation Hours: Mondays 9:30am-12:30pm and/or by appt.

**Email is the most efficient method of communication*

Course Overview

This course will investigate the importance of reading, writing, speaking, and listening in content area classrooms to elevate students' capabilities in all of those areas and augment their understanding of materials, concepts, and ideas in the content areas. While content areas will be discussed in general, particular emphasis will be placed on the areas of Language Arts/Reading and Social Studies given the specialization of the class members. Throughout this course, class members will adopt an inquiry stance about what constitutes literacy/ies within the world of adolescents and school. Such inquiries will also include historical recollections of personal experiences and expectations of literacy achievement, contemporary investigations of research, theories, and experiences of professionals in the field, and how school-based practices support and/or challenge published research on literacy in the content areas. These inquiries, as transactional processes, are expected to expand our individual and collective notions of literacy, especially within the content areas.

Course Objectives

After taking this course, students should be better able to . . .

- encapsulate what literacy/cies can involve in adolescents personal and academic worlds and how those two worlds can be intertwined in the content area classrooms.
- discuss a variety of theories, research, and strategies about using literacy to teach content area materials and concepts
- apply those theories, research, and strategies to issues that might occur in the classroom

Important Facets of the Course

Structural Flexibility

Inquiry-based courses necessitate flexibility. Therefore this syllabus is considered a course outline and is not set in stone. Our questions and discussions might lead us down different pedagogical and theoretical pathways than originally intended. Therefore, this outline is subject to change as we progress through the semester and such changes will be discussed as a class in advance as much as possible and as needed.

Cognitive Flexibility

Just as the class structure is flexible, so should be our understandings. As we learn, additional questions can arise from new understandings. Please know that uncertainty will probably exist throughout this course and that uncertainty is not only OK, it is often necessary for deeper understandings to occur. Through dialogue, which involves diplomatic questioning of our and others' stances, we can expect to augment our knowledge base and sense of competency and self-efficacy regarding literacy in the content areas.

Reliable Computer and Internet Accessibility

All assignments will be submitted electronically. Therefore, it is imperative that you have consistent and reliable access to a personal computer and the Internet. If you do not own a personal computer, there are computer labs in Aderhold Hall, as well as at other campus locations. If this aspect of the course will be problematic, please see me during the first week of classes.

Primary Methods of Instruction

The primary methods of instruction in this course will be whole and small group discussion. Individual and partner-based inquiry assignments, which include in-class presentations, and cooperative learning are also integral to this course. There will also be some lecture-oriented sessions throughout the semester.

Required Texts

Textbooks: There are no required textbooks for this course.

Trade Books: Each person will be selecting one trade book from a selection of books to read for a literature circle assignment. These books can be purchased through online vendors or can be checked out from the Curriculum Materials Library (CML) on the 2nd floor of Aderhold. I have placed at least one copy of each book on 3-Day course reserve. Please do not assume that the books will always be available, as individuals outside of this course may also have to read these books. Please plan ahead.

Book List

1. Booth, David. (2006). *Reading doesn't matter anymore*. Portland, ME: Stenhouse Publishers
2. Campano, Gerald (2007). *Immigrant Students and Literacy: Reading, Writing, and Remembering*. New York: Teachers College Press
3. Fu, Danling. (2003). *Island of English*. Portsmouth, NH: Heinemann
4. Johnston, Peter H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse Publishers
5. Lesesne, Teri. (2006). *Naked reading: Uncovering what tweens need to become lifelong readers*. Portland, ME: Stenhouse Publishers.
6. Moje, Elizabeth Birr. (2000). "*All the stories that we have*": *Adolescents' insights about literacy and learning in secondary schools*. Newark: DE: International Reading Association
7. O'Donnell-Allen, Cindy. (2006). *The book club companion: Fostering strategic readers in the secondary classroom*. Portsmouth, NH: Heinemann.
8. Tovani, Cris. (2004). *Do I really have to teach reading?: Content comprehension Grades 6-12*. Portland, ME: Stenhouse Publishers

Articles & Book Chapters

Many assigned articles are available online through UGA's Galileo system. Those articles and book chapters not available through Galileo will be available in the OIT office (232 Aderhold Hall) or will be distributed in class. These articles and book chapters are listed on and after the course schedule beginning on page 9 of this syllabus.

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Important Information

Students with Disabilities/Who Require Accommodations:

Students requesting classroom accommodations should first provide UGA's Disability Resource Center [<http://www.dissvcs.uga.edu/>] with all necessary documentation and then schedule an appointment to speak with me. If accommodations are needed but are not covered through the Disability Resource Center, schedule an appointment with me as soon as possible to discuss the circumstances.

Academic Honesty

All academic work must meet the standards contained in UGA's "A Culture of Honesty" policy (http://www.uga.edu/honesty/ahpd/culture_honesty.htm). Each student is responsible to inform themselves about those standards before performing any academic work.

Cell Phone Policy

Please be sure to have your cell phones turned off during class. If you need to keep your cell phone on for emergency purposes, please be sure to keep it on a *silent* or *vibrate* setting.

Timeframe for Response Policy

While I will try to respond to your email inquiries as quickly as possible, there are times when I may not have automatic access to the Internet or times when I am not at a computer due to other work commitments. Generally speaking you should hear from me no later than 24 hours after you have sent an email between Monday and Friday. You should hear from me within 48 hours if you send me an email Saturday or Sunday. If there will be an extended delay in responding to you (i.e. I am out of the country for work and will have limited access to the Internet), I will alert you in advance of this situation. Similarly, if I request your response to an email I have sent between Monday and Friday, I anticipate a response within 24 hours. If I send an email on Saturday or Sunday, I request a response within 48 hours. Please see me during the first week of classes if you feel this cannot occur so we can discuss it.

UGA Inclement Weather Policy

Please be aware of the UGA Inclement Weather Policy regarding possible closings of the university (http://www.uga.edu/iws/faculty_resources/UGA_Inclement_Weather_Policy.pdf). This policy stipulates that there will be one of three announcements in the event of inclement weather: UGA is open, UGA is closed, or UGA will delay opening until a specific time. If, according to this policy, UGA is "open" during the time scheduled for READ 3530, class will be held. However, please use your best judgment regarding coming to class. Try to inform me prior to class that you will not be attendance.

Course Requirements Overview

1. Class Attendance and Participation

Class attendance and participation are important elements in the learning process within this class. Because the course material is typically taught and communicated through class activities and discussions, and with our limited amount of meeting time, attendance and participation are crucial for a more comprehensive understanding of course material. Absences would therefore diminish the quality of this class for you and the other class members. Consequently, full attendance and punctuality are required for all scheduled classes. *Full attendance means being present in class with all necessary class materials, class assignments ready for submission, and active participation in class and online*

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discussions and activities. **Active participation does not include text messaging, using Facebook, MySpace, or other online activities unrelated to this particular class.**

If you are late more than twice during the semester or you do not meet the aforementioned requirements for being in attendance on more than two occasions, 2 points will be deducted from your overall earned points total for each tardy or instance of partial attendance and/or participation.

Excessive absences (6 hours or more for a 3 credit course) will result in a full grade reduction. If you have concerns regarding regularly attending class, please schedule an appointment to speak with me as soon as possible. I will not discuss excessive absenteeism after the fact unless it involves an extreme emergency (i.e. hospital stay, etc.).

2. Initial Conception of Literacy (15 points)

In essay format and in no more than 6 pages (typed, titled, paginated, and double spaced), please answer the following questions:

“How do you define literacy and in what ways are you a literate person? What constitutes literacy in today’s society?”

A rubric for this assignment will be sent to your email account before this assignment is due.

Submit this to me via my UGA email account [jgraff@uga.edu] no later than 5pm Monday. Be sure to include your last name and first initial, title of this assignment, and the due date, as the file name (i.e. graffj_initialconceptliteracy_01.14.08). Be sure to bring a copy of your essay to class.

*****Note that this assignment is a joint assignment with your ELAN 5220 course. Therefore, the effort exerted for this assignment should reflect at a minimum the expectations of each of the courses.**

3. LiveJournal Reading Compositions (Class Attendance & Participation / 60 points total / 15 points each)

This assignment is built upon the idea that as one composes one engages in critical thought and continues to negotiate meaning. Only reading and thinking about text will not suffice. Composing (which can include writing) is integral as it invites multiple approaches to representing thought and knowledge, and emphasizes creative expression as a literacy practice.

Online Compositions via LiveJournal

There are 13 weeks of assigned readings in this class. You are to respond, in composition form, to the assigned readings for at least 11 of the 13 weeks. This means that there are two weeks where you do not have to submit/post a composition, but are still responsible for reading the assigned texts. **These compositions should be posted to LiveJournal by 6pm Sunday, the day before class and should be no more than the equivalent of three (3) double-spaced pages.** I strongly suggest that you initially compose in Microsoft Word and save it before entering it into *LiveJournal*. Directions for how to use *LiveJournal* will be distributed during the first class meeting.

LiveJournal should be a venue with minimal risks for safe experimentation. My hope is that this discussion medium will enable us to experiment with a variety of literacies that are enacted both in and outside of school and are connected to different content areas. Additionally I hope this medium will help us explore the course themes, build more refined understandings, and generate new inquiries. Therefore,

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these compositions will only count towards your class attendance and participation and should be written with the intention of augmenting your and others' knowledge about the course content as it is conveyed in print and experienced in the world.

While I will not be grading these conversations, I will be reading them and chiming in on occasion. If I determine that the conversations are not meeting the course expectations listed below, I will send a comment on how to alter the conversations so that the course expectations are met. If, after my first request, the conversations continue to not meet course expectations, I reserve the right to deduct 2 points per conversation. I will deduct no more than 8 points total for these conversations.

LiveJournal Conversation Expectations

1. Everyone should contribute to the conversation at least once beyond their initial commentary.
2. Conversations should occur before 6pm Sunday evening, the night before class.
3. Conversations should be professional and courteous and focus on the content of this course
4. Your conversations need to include
 - a. specific references to the weekly readings
 - b. thoughtful statements, wonderings, challenges, concerns, insights, etc. to the text and/or ideas offered by other class members
 - c. connections to other texts you read for this class or elsewhere. Explicitly connect the texts and note similarities, differences, etc. between the two

AND/OR

 - d. specific personal experiences that relate to the readings

Your conversations can and are encouraged to include

- a. photos
- b. audio files / pod casts /music
- c. artwork
- d. written journals with hyperlinks
- e. other

Remember, if you are responding to a class member's comment, question, etc. be sure to explicitly state who and what you are referencing or responding to.

Note: If the online venue for our reading conversations does not appear to be positively contributing to our inquiry and knowledge-building process, we will revisit this aspect of the course.

Personal Compositions

Even though I will not be grading each week's compositions, I will require four (4) compositions be sent to me as compositions to be graded (2 before the midterm week of Feb. 25, 2008 and 2 after the Feb. 25, 2008). These compositions should be no more than the equivalent of five (5) double-spaced pages. This assignment is conceptualized as an opportunity to expand upon your *LiveJournal* postings and/or share with me things you may have not wanted to or been able to share online or in class, etc. The criteria used for grading this composition are:

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Grading Criteria	Points Allotted
Includes references to all of the week's assigned readings	3
Synthesizes, not summarizes, readings	3
Includes thoughts/questions/challenges/concerns about literacies, literacy in the content areas, etc. in a clear and coherent manner so that the reader can readily understand what was said/portrayed	6
Accurate grammar/mechanics	3
TOTAL	15

4. In-Class Assignments (20 points total)

There will be a few individual, pair, or group activities completed in class on various occasions that will be evaluated and count towards your final grade. Each activity will be worth 5-10 points, depending on the type of activity completed. For those who are absent on the days when these activities are held, you will be responsible for completing an alternative assignment that will be due 24 hours after receipt of the alternative assignment. It is up to you to talk to me (in person, on the phone, or via email) by 5pm on the day of class (Mondays) for the alternative assignment. If you do not contact me by 5pm, you forfeit your opportunity to complete the assignment.

5. Literature Circle Presentation (10 points individual reaction/ 10 points group presentation = 20 points total)

During the first day of class you will select a book to read (the book list is on page 2 of this course outline). There can be no more than 5 people per book. During the semester you will independently read the book and then meet outside of class to discuss the book and ultimately develop a multimedia presentation which lasts no more than 20 minutes concerning the content of the book. On an assigned day (see course schedule), you will, as a group, share with the class your presentation and will submit a personal response to not only the text but your group efforts in creating your presentation. This is your opportunity to share and discuss with the class what you have gleaned from the text and how this text has contributed to your developing understanding of literacy in the content areas and how it might be helpful, if you think it is helpful, to other (future) educators. A rubric for this assignment will be shared in class at a later date and before the first presentation is scheduled.

6. Literacy Strategy Simulation (20 points total)

In pairs, you will select a particular strategy that will help facilitate learning in a content area subject and teach the class the strategy. This teaching simulation should last no longer than 20 minutes. The strategy cannot be the same as one practiced in class, nor can you "borrow" a complete lesson plan from the Internet or any print-based resource. *If you do "borrow" a lesson plan from the Internet or other public domain you will automatically earn 0 points for this assignment.* If you are in doubt about whether or not you are "borrowing" a lesson plan, contact me well before your strategy simulation activity is due. A list of strategy resource books will be provided to you, with those books placed on Course Reserve or

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available for loan from me. You can also access online resources for strategy suggestions. More details regarding this assignment will be provided in class.

7. School Observation Synthesis (20 points total)

During this course class members, in pairs or groups of three, will visit a local middle school on two separate occasions to observe how literacy is enacted within that particular educational setting. Please see the course schedule for the dates of the observation. Each pair or group will remain in the same grade level for both observations. Further details of this assignment will be distributed and discussed by the end of January

*****Note that this assignment is a joint assignment with your ELAN 5220 course. Therefore, the effort exerted for this assignment should reflect at a minimum the expectations of each of the courses.**

8. Final Project (30 points total)

This culminating assignment will be further discussed in class.

*****Note that this assignment is a joint assignment with your ELAN 5220 course. Therefore, the effort exerted for this assignment should reflect at a minimum the expectations of each of the courses.**

Assignment Submission Requirements

All assignments should be submitted on time. Deduct two (2) points off for every day late, including weekends, for up to 5 days (a total deduction of 10 points). If assignments are late by more than 5 days, it will garner 0 points.

Since course submissions will be electronic (with the exception of some in-class assignments), the following process will occur. For all Reading Compositions, please use *LiveJournal*. All other assignments should be submitted via email to my UGA account. When you submit something to me between Monday and Friday, you will receive an e-mail receipt notification within 24 hours. If you send something to me on Saturday or Sunday, the email receipt notification will be sent between 24 and 48 hours. If you do not receive an e-mail receipt confirmation from me within 24 hours (weekdays) or 24-48 hours (weekends) then I did not receive your document, even if you did send it to me. There are times when emails wander through cyberspace and never arrive at their intended destination. If this happens, forward your original email to me, double-checking the email addresses. Additionally, servers can often decide to go offline at times when we wish to send something. Therefore, I highly suggest you plan on submitting something earlier, rather than later and save your sent messages. Just as stating your printer ran out of ink or paper is often not an acceptable excuse for late work in other classes, so too is stating that you couldn't send something because the server is down. That reason will not necessarily be a viable excuse for late submissions. You can also save your assignment on a USB key/flash drive/jump drive and then copy it to my laptop in class. See me if you have serious concerns about this.

When you submit something to me as an email attachment through my UGA email account, please name your file the following way [Last name first initial_assignment name_due date]. So if I were to submit my initial conception of literacy as a Word document, I would name my file [graffj_initialconceptliteracy_01.14.08]. I strongly suggest you always keep back-up copies of your work and of emails sent to me for security purposes.

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If you wish to post something to *LiveJournal* for my eyes only, please alert me via email to my UGA account immediately before or after you post. I will reply to your email alert within 24 hours if sent between Monday and Friday; within 48 hours if sent on Saturday or Sunday.

Assignment Points Review & Grading Scale

Course grades are based on the cumulative points earned throughout the course. The grades, with corresponding point ranges, are below. Please note that rounding up will not occur. So even though 173 points is 93.5%, it will still be considered an A- and will not be rounded up to 94% (A).

	Course Assignments	Points
1	Initial Conception of Literacy	15
2	Readings and Response Compositions (4 total/ 15 pts. each)	60
3	In-Class Assignments	20
4	Literature Circle Presentation	20
5	Literacy Strategy Simulation	20
6	School Observation Synthesis	20
7	Final Project	30
	Total Points	185

Points Earned	Grading Scale (Not Rounded)
174-185	A (94-100%)
167-173	A- (90-93%)
161-166	B+ (87-89%)
156-160	B (84-86%)
148-155	B- (80-83%)
143-147	C+ (77-79%)
137-142	C (74-76%)
130-136	C- (70-73%)
121-129	D (65-69%)
0-120	F (64% or less)

Suggestions for Studying/Monitoring Your Learning Process

Due to the limited lectures in class, consider the following to help you document your learning process

- Keep a Generic Activities section in your notebook, so when different activities are demonstrated, you can note how they were done and have those notes in one place.
- Keep a Running Questions section in your notebook. Many ideas will get started during sessions, but will not necessarily be resolved by the end of class. As we continue to discuss these ideas, you can keep running questions, comments, and other notes centralized in one place.
- Take notes on things that your peers say.
- Take notes whenever we do an activity that pulls broad discussions together.
- Make a point of going back over your notes and other class writings routinely and considering what is being said about practice and theory. In short, do your own pulling together. A split-page format facilitates this.
- Either print out or routinely make notes on online discussions

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Course Schedule

Readings are listed by week below this course schedule

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due
1	1/7/08	Syllabus Overview	N/A	N/A
2	1/14/08	What is literacy and content area literacy?	<u>Week 2 Readings</u> 1. Draper et al 2. NCTE	1. Order/Access Literacy Circle Book 2. Literacy Conceptual Paper submitted by 5pm Monday 1/14/08 3. <i>LiveJournal</i> response posted by 6pm Sunday (1/13/08)
3	1/21/08	NO CLASS		Begin reading your literature circle book and prepare for 1/28 class
4	1/28/08	What does it mean to read? Theories of reading.	<u>Week 4 Readings</u> 3. Friere 4. Moats 5. Smith	1. <i>LiveJournal</i> response posted by 6pm Sunday (1/27/08)
5	2/4/08	Funds of Knowledge/ Cultural Diversity	<u>Week 5 Readings</u> 6. Fecho 7. Nieto	1. <i>LiveJournal</i> response posted by 6pm Sunday (2/03/08) 2. <i>Island of English Presentation</i> Remember: 1st observation visit will occur on Feb. 7, from 12:30-1:30pm at your designated school.
6	2/11/08	Funds of Knowledge/ Youth Culture	<u>Week 6 Readings</u> 8. Knobel 9. Sutherland et al	1. <i>LiveJournal</i> response posted by 6pm Sunday (2/10/08)

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7	2/18/08	Struggling Readers/ Motivation/Engagem ent/Materials assessment Guest Speaker Visit	<u>Week 7 Readings</u> 10. Beers 11. Reed et al.	1. <i>LiveJournal</i> response posted by 6pm Sunday (2/17/08)
8	2/25/08 Mid- term Week	Pre-reading strategies/ Motivation/Engagem ent	<u>Week 8 Readings</u> 12. Beers 13. Schumm et al.	1. <i>LiveJournal</i> response posted by 6pm Sunday (2/24/08) 2. Choice Words Presentation 3. By this date you should have submitted 2 journal responses to me.
9	3/3/08-- Class With- draw deadline 3/4/08	Domain Knowledge/ Vocabulary	<u>Week 9 Readings</u> 14. Edwards et al 15. Harmon et al 16. Rosenbaum	1. <i>LiveJournal</i> response posted by 6pm Sunday (3/03/08) 2. Do I Really Have to Teach Reading? Presentation
10	3/10/08	SPRING BREAK NO CLASS. Have a safe and enjoyable time!		
11	3/17/08	Text structure/domain knowledge	<u>Week 11 Readings</u> 17. Jetton & Dole 18. Unsworth	1. <i>LiveJournal</i> response posted by 6pm Sunday (3/16/08) Remember: 2nd observation visit will occur on March 20 from 12:30-1:30pm at your designated school.
12	3/24/08	Comprehension/ Writing	<u>Week 12 Readings</u> 19. Beers 20. Brooks	1. <i>LiveJournal</i> response posted by 6pm Sunday (3/23/08) 2. Book Club Companion presentation
13	3/31/08	Comprehension/ Writing	<u>Week 13 Readings</u> 21. Conley 22. De la Paz	1. <i>LiveJournal</i> response posted by 6pm Sunday (3/30/08) 2. Lesson Plan--Strategy Simulation

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14	4/7/08	Assessment	<u>Week 14 Readings</u> 23. Conley	1. <i>LiveJournal</i> response posted by 6pm Sunday (4/06/08)
15	4/14/08	Technology /New Literacies	<u>Week 15 Readings</u> 25. Grisham & Wolsey 26. Richardson (<i>online article</i>)	1. <i>LiveJournal</i> response posted by 6pm Sunday (4/13/08) 2. Observation paper due
16	4/21/08	Challenges/Realities of school expectations & Successful Modifications	<u>Week 16 Readings</u> 26. Fang et al 27. Kist 28. McConachie et al	1. <i>LiveJournal</i> response posted by 6pm Sunday (4/20/08)
17	4/28/08	Last Day of Class--Submit your final assignment and complete course evaluations		
N/A	4/30/08	Exam Date (12-3pm)		

Readings

Week 2 Readings (Please read these AFTER writing your paper)

1. Draper, R. J., Smith, L. K., Hall, K. M., & Siebert, D. (2005). What's more important--literacy or content?" Confronting the literacy-content dualism. *Action in Teacher Education*, 27(2), 12-21
2. National Council of Teachers of English (2007, Sept.). Adolescent Literacy. *The Council Chronicle*, 15-22.

Week 4 Readings

3. Friere, P. (1983). The importance of the act of reading. *Journal of Education*, 165(1), 5-11.
4. Moats, L. (2001, March). When older students can't read. *Educational Leadership*, 58(6) 36-39.
5. Smith, Frank (2003). Why reading is natural (Ch 1) and Making a mystery out of a marvel (Ch 2) from *Unspeakable Acts, Unnatural Practices: Flaws and Fallacies in Scientific Reading Instruction* (pp. 1-21). Portsmouth, NH: Heinemann.

Week 5 Readings

6. Fecho, B. Davis, B., & Moore, R. (2006). Exploring race, language, and culture in critical literacy classrooms. In D. E. Alvermann, K. A. Hinchman, D. W. Moore, S. F. Phelps, & D. R. Waff (Eds.), *Reconceptualizing the Literacies in Adolescents' Lives* (2nd ed.) (pp. 187-204).
7. Nieto, S. (2006). Language, literacy, and culture: Intersections and implications. In H. Luria, D. M. Seymour, & T. Smoke (Eds.) *Language and Linguistics in Context: Readings and Applications for Teachers* (pp. 315-332.). Mahwah, NJ: Lawrence Erlbaum Associates.

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Week 6 Readings

8. Knobel, M. (2001). "I'm not a pencil man": How one student challenges our notions of literacy "failure" in school. *Journal of Adolescent and Adult Literacy*, 44(5), 404-414.
9. Sutherland, L. M., Botzakis, S., Moje, E. B., & Alvermann, D. E. (2008). Drawing on Youth Cultures in Content Learning and Literacy. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content Area Reading and Learning: Instructional Strategies* (pp. 133-156.) New York: Lawrence Erlbaum Associates

Week 7 Readings

10. Beers, K. (2003). Assessing dependent readers' needs (Ch. 3). In *When Kids Can't Read: What Teachers Can Do* (pp. 23-39). Portsmouth, NH: Heinemann.
11. Reed, J. H, Schallert, D. L., Beth, A. D., & Woodruff, A. (2004). Motivated reader, engaged writer: The role of motivation in the literate acts of adolescents. In T. L. Jetton & J. A. Dole (Eds.) *Adolescent Literacy Research and Practice* (pp. 251-282). New York: The Guilford Press.

Week 8 Readings

12. Beers, K. (2003). Frontloading meaning (Ch. 6). In *When Kids Can't Read: What Teachers Can Do* (pp. 73-101). Portsmouth, NH: Heinemann.
13. Schumm, J. S., Vaughn, S., & Leavell, A. G. (1994). Planning pyramid. A framework for planning for diverse student needs during content area instruction. *The Reading Teacher*, 47(8), 608-615.

Week 9 Readings

14. Edwards, E. C., Font, G., Baumann, J. F. , & Boland, E. (2004). Unlocking word meanings: Strategies and guidelines for teaching morphemic and contextual analysis. In J. F. Baumann & E. J. Kame'enui (Eds.). *Vocabulary instruction: Research to practice* (pp. 159-176.) New York: The Guilford Press.
15. Harmon, J. M., Hedrick, W. B. & Wood, K. D. (2005). Research on vocabulary instruction in the content areas: Implications for struggling readers. *Reading & Writing Quarterly*, 21, 261-280.
16. Rosenbaum, C. (2001). A word map for middle school: A tool for effective vocabulary instruction. *Journal of Adolescent and Adult Literacy*, 45(1), 44-49.

Week 11 Readings

17. Jetton, T. L., & Alexander, P. A. (2004). Domains, teaching, and literacy. In T. L. Jetton and J. A. Dole (Eds.), *Adolescent Literacy Research and Practice* (pp. 15-39). New York: The Guilford Press.
18. Unsworth, L, (2001). Distinguishing the literacies of social sciences and humanities (Ch. 7). In *Teaching Multiliteracies across the Curriculum* (pp. 113-147). Philadelphia, PA: Open University Press.

Week 12 Readings

19. Beers, K. (2003). Constructing meaning (Ch. 7). In *When Kids Can't Read: What Teachers Can Do* (pp. 102-136). Portsmouth, NH: Heinemann.
20. Brooks, W. (2006). Reading representations of themselves: Urban youth use culture and African American textual features to develop literary understandings. *Reading Research Quarterly*, 41(3), 372-392.

Week 13 Readings

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21. Conley, M. (2008). Developing content area writers (Ch. 11). In *Content Area Literacy: Learners in Context* (pp. 304-339). Boston: Pearson.
22. De la Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. *Journal of Educational Psychology*, 97(2), 139-156.

Week 14 Readings

23. Conley, M. (2008). Ongoing assessment (Ch. 4). In *Content Area Literacy: Learners in Context* (pp.84-122). Boston: Pearson.

Week 15 Readings

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Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.