

READ 3530
Content Area Literacies for Middle School
Syllabus: Spring 2009

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

Meeting Room: 114/115 Aderhold Hall

Instructor: Dr. Jennifer Graff

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Consultation Hours: By appointment

**Email is the most efficient method of communication. Please use jgraff@uga.edu as the primary email address.*

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. Additionally, since this is one of your only courses that involve reading as a subject, we will be focusing on the teaching of reading, especially for those who struggle with reading. Therefore, this course is both a content area literacies course and a reading course.

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 recollections and reflections 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
- think more concretely about the influence of language and culture upon students' literacy practices and capabilities
- better understand the various components of reading

Integral Facets of the Course

Structural Flexibility

Because inquiry is a foundation to this course, the 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 or the needs of your middle school students might require a shift in focus. 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. Teaching is not something that you can package as a “one size fits all” profession. Therefore, uncertainty will probably occur during the semester and that is OK. In fact, uncertainty or wonderings often lead to deeper understandings and new insights. Anticipate our conversations and experimentations to augment our knowledge base and our sense of competency and self-efficacy regarding literacy in the content areas.

Reliable Computer and Internet Accessibility

All assignments will be submitted electronically unless otherwise requested in class or within the assignment description handouts. 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 between the first and second class meeting.**

Academic Honesty Policy

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.

Response to Email Inquiry 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 within 2 days after you have sent an email to my UGA account between Monday and Friday. You should hear from me by Monday if you send me an email on the weekend. 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 expect a response within 2 days. If I send an email on the weekend, I expect a response by Monday. Please see me during the first week of classes if you feel this cannot occur so we can discuss it.

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.

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”

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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.

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 may also be minimal lecture-oriented sessions throughout the semester.

Required Texts

Textbooks:

1. Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.
2. Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse Publishers

Practitioner Books:

During the first day of class, each person will be selecting one practitioner book from a selection of books listed below to read within a professional learning group reading assignment. There can be no more than 5 people per book. 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 also placed one copy of each book on 7-Day course reserve. Please plan ahead and do not assume that the books will always be available, as individuals outside of this course may also have to read these books.

Practitioner Book List

1. Campano, G. (2007). *Immigrant students and literacy: Reading, writing, and remembering*. New York: Teachers College Press
2. Fu, D. (2003). *Island of English*. Portsmouth, NH: Heinemann
3. Hahn, M. L. (2002). *Reconsidering read-aloud*. Portland, ME: Stenhouse Publishers
4. Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension grades 6-12*. Portland, ME: Stenhouse Publishers
5. Wilhelm, J. (2008). "You gotta BE the book" (2nd ed.). New York: Teachers College Press.

Articles & Book Chapters

Some assigned articles are available online through UGA's Galileo system. Those articles and book chapters not available through Galileo will be available on WebCT. These articles and book chapters are listed on and after the course schedule beginning on page 8 of this syllabus.

Course Requirements Overview

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, communicated, and learned through class activities and discussions, and because you are involved in tutoring middle school students for part of the semester, attendance and participation are crucial for a more comprehensive understanding of course material and to honor your professional and academic obligations. Absences would potentially diminish the quality

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of this class for you and the other class members. Therefore, 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 all course assignments or activities. Active participation includes:

- providing evidence that you have read the assigned readings and done any out-of-class activities
- responding thoughtfully and reflectively to the readings
- participating in oral/written/dramatic activities
- demonstrating evidence that you are listening to the ideas and contributions of others
- volunteering to talk in discussions
- working cooperatively in small groups
- raising your own questions as an individual
- being an open and inquisitive learner

If you use your class time for other than our mutual work, such as text messaging, using Facebook, MySpace, other online activities unrelated to this particular class, completing homework for other classes, reading *The Red & Black*, completing Sudoku puzzles, or anything else that is not a part of the course, then you are considered not in full attendance.

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.) and documentation will be requested.

1. Weekly Reader Response Journal (RRJ): 80 points
(60 points— three (3) RRJ submissions (20 points apiece)
(10 points—weekly point of interest post to WebCT)
(10 points—end-of-term reflection on the effectiveness/limitations of the RRJ)

a. RRJ (60 points)

The weekly reader response journal is meant to serve as a personal venue for you to think and comment on what you are reading and learning. It is built upon the idea that as one composes one engages in critical thought and continues to negotiate meaning. Composing (which can include but is not limited to writing) is integral to learning as it invites multiple approaches to representing thought and knowledge, and emphasizes creative expression as a literacy practice.

Use your RRJ in whatever manner you'd like as a way to organize and communicate your thoughts and wonderings about the readings in a substantive manner. You are encouraged to include multimedia such as art, cartoons, photos, podcasts, music, video clips, online resources, or anything else that helps you conceptualize, internalize, and apply the knowledge you are building. Situate yourself comfortably but also push the boundaries within which you work. This is a time to learn more about the various ways in which you can respond to text and make meaning from or with text. Consider asking yourself questions

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such as: What is included in the readings that supports and/or challenges your personal and professional knowledge and experiences and other texts which you have read? What was new to you? What is suspect about the readings? Whose voices are included and whose voices are omitted and how does that change what you read and what ideas you generated from the readings? How did the readings support, challenge, surprise, or elicit possible shifts in thinking or new-found awareness related to literacy, learning, students, among other concepts of education? When tutoring, you might also be able to connect or challenge the readings with your experiences with a couple of students. Your RRJ does not have to be in an electronic format and your RRJ can also be combined with your ELAN 5220 TRJ.

Be sure to bring what you need from your RRJ or your entire RRJ for reference for our class discussions.

I will look at your RRJs on three occasions throughout the semester. Each submission will be worth 20 points. The only way you can lose some of the 20 points per submission is if

- 1) You do not submit your RRJ on time and
- 2) You do not include responses to all of the readings for each week or I cannot easily determine or understand what readings you are referring to in your RRJ.

Three (3) points will be deducted for each missing reading or each time I am unable to determine what readings you are commenting upon in your RRJ. Please double check your RRJ before submitting it to me.

Additionally, in each RRJ submission you are to indicate (highlight, star, provide sticky notes, or whatever method preferred) what you would like me to respond to in your RRJ. Please limit what you would like me to comment on to only one aspect per weekly response. This means if you submit your RRJ after three weeks, there can be a maximum of three (3) areas to which you'd like to me to respond.

b. Weekly Point of Interest (10 points—1 point per post)

On the designated weeks in our course schedule on pgs. 8-10, you are to post to our class WebCT discussion forum ONE focal point of interest/concern from the readings that you would like to potentially discuss further in class. **Post BY 7pm Sunday, the day before our class.** This provides me with time to review and adjust our class discussions and activities based on your needs and concerns.

c. End-of-term Reflection of RRJ (10 points)

At the end of the term, review your RRJ and reflect on how your RRJ assisted or curtailed in your organization and development of knowledge related to content area literacy and literacy education. Then contemplate in what ways and manners you could infuse RRJs into your future classroom. What would you do and what would you not do and why? If your reflection is in narrative format, it should be no longer than 2 double-spaced pages. This reflection could be in the form of a poem, monologue, play, or other genre desired. The rubric for this reflection will be distributed in class.

2. Practitioner Book Project (PBP) (30 points total)

Individual Response (15 points)

Group Presentation (15 points)

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During the first day of class you will select a practitioner book to read (the book list is on page 3 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 with your group members to discuss the book and ultimately develop a multimedia presentation which lasts no more than 20 minutes (excluding discussion time) concerning the content of the book. On an assigned day (see course schedule), you will, as a group, share your presentation with the class and will submit a personal response to not only the text but also 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. Rubrics for both the group presentation and the individual response will be distributed in class before the first presentation is scheduled.

3. Literacy Mentorship Project (LMP) (60 points total)

You have the opportunity to mentor Burney Harris-Lyons (BHL) 8th grade students during their research process and regional literature response units for a total of ten sessions. During this mentorship you are to keep a planner or folder that includes the following information:

- General Information about your mentees and what they are doing in their Language Arts class
- Mentoring session information:
 1. What your Objectives are (indicate if they are your or your and your mentee's objectives) for that particular mentoring session and how those objectives are responding to your student/s' needs.
 2. Tentative Action Plan with detailed notes on what texts, strategies, or activities you will use in your mentoring session
 3. Notes about each mentoring session (what happened) and any questions you have
 4. Tentative "Next Steps" or "New Objectives" for the next mentoring session

NOTE: You will not need to submit this planner/folder. Susan and I will be looking at this journal during the mentoring process at BHL.

At the conclusion of the LMP you are to review your notes, action plans, and student artifacts/examples and write a reflective piece on what you have learned about students' literacy competencies and needs, how you responded to your students' needs and how your responses were successful or not as successful as anticipated. Also discuss how language, culture, and students' personal and academic experiences contribute and influence what and how literacy is enacted by both teachers and students. Infuse our course readings into your reflective piece and be sure to include copies of student writing, text references, and other artifacts that you feel will support or enhance your reflective piece. Your reflective piece should be no longer than 6 double-spaced pages, excluding references and APA (5th Ed) referencing should be used. Prior to the onset of the LMP, we will create a rubric for this assignment. *****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.**

4. "Literacy Revisited" (30 points)

This project and the associated rubric will be discussed within the first few weeks of class.

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Assignment Submission Requirements

1. All assignments should be submitted on time. Any assignment that submitted one day after the due date will lose half of the allotted points. Any assignment submitted late by more than one day will garner no points.
2. Unless otherwise noted in the syllabus or in assignment description handouts, all typed work must be in 12 point Times New Roman font, paginated, double-spaced and include both your name and the title of the assignment.
3. All citations and references must be in APA (5th Ed.) format.
4. Any work submitted as an attachment to my UGA Email account must be named the following way [Last name first initial_3530_assignment name_due date]. So if I were to submit my as a Word document, I would name my file [graffj_3530_RRJ1_01.26.09]. I strongly suggest you always keep back-up copies of your work and of emails sent to me for security.

Assignments Submitted to my UGA Email Account

Electronic submissions, unless otherwise noted in the syllabus or in the assignment description handouts 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 1 day/24 hours. If you send something to me on Saturday or Sunday, the email receipt notification will be sent by the end of day on Monday. If you do not receive an e-mail receipt confirmation from me within 1 day/24 hours (weekdays) or by the end of the day on Monday (weekends) then I did not receive your document, even if you did send it to me. If this happens, forward your original email to me, double-checking the email addresses. If you send a new email with the attachment and it is past the due date, I will follow our late assignment submission policy and you will not be able to earn full points.

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.

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 187.5 points is 93.5%, it will still be considered an A- and will not be rounded up to 94% (A).

	Course Assignments	Points
1	RRJs (3 submissions; 7 designated POIs; 1 final reflective piece)	80
2	Practitioner Book Project (PBP)	30
3	Literacy Mentorship Project	60

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	(LMP)	
4	“Literacy Revisited”	30
	TOTAL POINTS	200

Points Earned	Grading Scale (Not Rounded)
188-200	A (94-100%)
179-187	A- (90-93%)
173-178	B+ (87-89%)
167-172	B (84-86%)
159-166	B- (80-83%)
153-158	C+ (77-79%)
147-152	C (74-76%)
139-146	C- (70-73%)
130-138	D (65-69%)
0-129	F (64% or less)

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	January 12, 2009	Course Introduction Syllabus Review Concepts of Literacy	1. NCTE Adolescent Literacy Brief	<ul style="list-style-type: none"> Pinpoint two or three areas/ideas within the NCTE Adolescent Literacy brief that is of interest to you. Bring to class, in writing, how those areas align with or augment your conception of literacy in general and literacy in relation to your two specializations Submit your class member information sheet to me.
2	January 19, 2009	Martin Luther King Jr. Holiday NO CLASS		<ul style="list-style-type: none"> Prepare for Jan. 26 class; obtain your PBP book and <i>Choice Words</i>
3	January 26, 2009	Multiliteracies / Youth Culture	<u>Week 3 Readings</u> 1. Antsey & Bull 2. Sutherland et al. Extra Credit: Stevens	<ul style="list-style-type: none"> RRJ 1 / POI 1
4	February 2, 2009	What is Reading?	<u>Week 4 Readings</u> 3. Alexander 4. Wallace & Clark 5. Moats Extra Credit: Freire We will create the	<ul style="list-style-type: none"> RRJ 2 / POI 2

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			Rubric for your LMP with Susan.	
5	February 9, 2009	Communicating with Students	<u>Week 5 Readings</u> <ul style="list-style-type: none"> • Beers, Ch. 13 6. Fecho et al. • <i>Choice Words</i> <p>You will receive packet for LMP on this day</p>	<ul style="list-style-type: none"> • RRJ 3 / POI 3 • (Bring in notes for <i>Choice Words</i>) • RRJ 1st Submission
6	February 16, 2009	Domains/Text Structures/Text Difficulty	<u>Week 6 Readings</u> <ol style="list-style-type: none"> 7. Jetton & Alexander 8. Stahl & Shanahan 9. Unsworth 	<ul style="list-style-type: none"> • RRJ 4 / POI 4 • Prep for LMP <p>LMP: BHL Middle School 2</p>
7	February 23, 2009	Comprehension: Before & During Reading Strategies	<u>Week 7 Readings</u> <ul style="list-style-type: none"> • Beers Ch. 6-7 • Find one contemporary and scholarly article that helps you with your student/s. 	<ul style="list-style-type: none"> • RRJ 5 • PB Presentation: <i>You Gotta BE the Book</i> <p>LMP: BHL Middle School 4</p>
8	March 2, 2009	Comprehension: After Reading Strategies	<u>Week 8 Readings</u> <ul style="list-style-type: none"> • Beers Ch. 8 • Find one contemporary and scholarly article that helps you with your student/s. 	<ul style="list-style-type: none"> • RRJ 6 • RRJ 2nd Submission (can be turned in on March 5 to Susan) • PB Presentation: <i>Do I Really Have to Teach Reading?</i> <p>LMP: BHL Middle School 6</p>
9	March 9, 2009	SPRING BREAK NO CLASS Have a safe and enjoyable time!		
10	March 16, 2009 Midterm Week	Comprehension/ Writing	<u>Week 10 Readings</u> <ol style="list-style-type: none"> 10. Brooks 11. Conley 	<ul style="list-style-type: none"> • RRJ 7 • PB Presentation: <i>Island of English</i> <p>LMP: BHL Middle School 8</p>

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11	March 23, 2009	Assessment	<u>Week 11 Readings</u> 12. Conley <ul style="list-style-type: none"> Find one contemporary and scholarly article that addresses assessment with linguistically diverse students. 	<ul style="list-style-type: none"> RRJ 8 PB Presentation: <i>Immigrants and Literacy</i> LMP: BHL Middle School 10—Last Session
12	March 30, 2009	Fluency	<u>Week 12 Readings</u> 13. Worthy, Broadus & Ivey	<ul style="list-style-type: none"> RRJ 9 / POI 5 LMP Paper Due on April 2. Those with the last names [Morgan – Wood] will submit their papers to me.
13	April 6, 2009	Fluency/Phonics	<u>Week 13 Readings</u> <ul style="list-style-type: none"> Beers Ch. 10 	<ul style="list-style-type: none"> RRJ 10 / POI 6 PB Presentation: <i>Reconsidering Read Alouds</i>
14	April 13, 2009	Vocabulary	<u>Week 14 Readings</u> <ul style="list-style-type: none"> Beers Ch. 9 & 11 14. Edwards et al. 	<ul style="list-style-type: none"> RRJ 11 / POI 7 RRJ 3rd Submission
15	April 20, 2009	Book Selections / Text Sets	<u>Week 15 Readings</u> <ul style="list-style-type: none"> Beers Ch. 14-15 Find one contemporary and scholarly article that fits the topic of book selections and/or text sets. 	<ul style="list-style-type: none"> Finish up “Literacy Revisited”
16	April 27, 2009	Lingering points of interest and begin “Literacy Revisited” presentations		
17	April 30, 2009	“Literacy Revisited” Projects Completed and Submitted		
N/A	May 8, 2009	UGA Appointed Exam Date RRJ Reflective Piece Submission Deadline		

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Readings Housed on WebCT

Week 3 Readings

1. Antsey, M. & Bull, G. (2006). Defining multiliteracies. From M. Antsey and G. Ball's *Teaching and learning multiliteracies* (pp. 19-55). Newark, DE: International Reading Association.
2. 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.

Extra Credit (2 Points)

Stevens, L.P. (2001). South Park and society: Instructional and curricular implications of popular culture in the classroom. *Journal of Adolescent & Adult Literacy*, 44, 548-555.

Week 4 Readings

3. Alexander, P. A. (2005). The path to competence: A lifespan developmental perspective on reading. *Journal of Literacy Research*, 37(4), 413-436.
4. Moats, L. (2001, March). When older students can't read. *Educational Leadership*, 58(6) 36-39.
5. Wallace, F. H., & Clark, K. K. (2005). Reading stances in Mathematics: Positioning students and texts. *Action in Teacher Education*, 27(2), 68-79.

Extra Credit (2 Points)

Freire, P. (1983). The importance of the act of reading. *Journal of Education*, 165(1), 5-11.

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). Philadelphia, PA: Lawrence Erlbaum and Associates.

Week 6 Readings

7. 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.
8. Stahl, S. A. & Shanahan, C. (2004). Learning to think like a historian: Disciplinary knowledge through critical analysis of historical documents. In T. L. Jetton and J. A. Dole (Eds.), *Adolescent Literacy Research and Practice* (pp.94-115). New York: The Guilford Press.
9. Unsworth, L. (1999). Developing critical understanding of the specialized language of school science and history texts: A functional grammar approach. *Journal of Adolescent and Adult Literacy*, 42(7), 508-521.

Week 10 Readings

10. 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.
11. Conley, M. (2008). Developing content area writers (Ch. 11). In *Content Area Literacy: Learners in Context* (pp. 304-339). Boston: Pearson.

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Week 11 Readings

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

Week 12 Readings

13. Worthy, J., Broaddus, K. & Ivey, G. (2001). Building reading fluency (Ch. 5) In *Pathways to independence: Reading, writing, and learning in grades 3-8*. New York: The Guilford Press.

Week 14 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.

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