Course Description
In this course students will explore language use and its implications for the development of literacy skills in linguistically and culturally diverse settings. The primary objective of this course is for educators to achieve a comprehensive understanding of the interrelatedness of language and literacy learning and to apply this knowledge in the design and evaluation of effective instruction. Knowledge of the interaction between language and literacy is based on exploration of the greater socio-political context of schooling that defines the meaning of literacy in a linguistically and culturally diverse society.

The following goals will guide our collective inquiry in this course:
• Discuss the connection between academic thinking and academic language and literacy, as well as strategies for helping students communicate their thinking via written and oral language.
• Discuss and use a range of pedagogical strategies to support the academic language and literacy development of students across subject area disciplines.
• Apply theories of language acquisition and literacy development to practice and design opportunities that support students’ growing subject learning and awareness of academic language and literacy.

Course Texts

Plus additional readings, as provided through class Google Drive folder.
Attendance and Grading Policies

Class Participation 15%
Literacy Autobiography 10%
Reflection on Making Thinking Visible 10%
Reading Lessons 15%
Discourse Analysis Paper 15%
Writing Lessons 15%
Final Portfolio and Reflection 20%

Grading Scale
A 92-100
A- 90-91
B+ 88-89
B 82-87
B- 80-81
C+ 78-79
C 72-77
C- 70-71
D+ 67-69
D 61-66
F 60 and below

Department of Teaching and Learning Attendance Policy
The policy of the Department of Teaching and Learning is that you must attend all classes, be on time and not leave early. You are allowed one absence. You may use this absence for any reason and do not need to inform me of the reason. Each additional absence without a written medical excuse will lower your grade. This does not apply to absences due to religious observation, which are not counted in this policy.

Academic Integrity Policy
All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available at http://steinhardt.nyu.edu/policies/academic_integrity.

Policy on Students with Disabilities
Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation. http://www.nyu.edu/csd
Assignments

Using Google Docs
You will be using Google Drive to turn in papers to me and for your final portfolio creation. Create a folder in Google Drive and use this template for naming the folder: [First and Last Name]-ConLit Fall 2014 (e.g., "Tim Fredrick-ConLit Fall 2014")

Whether you work directly in Google Docs to write your papers, or you work in Word and upload, please make sure all documents/papers you add to the folder are in Google Docs format. If you create in Word then upload, make sure that, in “Upload Settings,” you’ve checked “Convert uploaded files to Google Docs format.” If the format is not correct, I will ask you to fix it. (The only exception to this will be for your Reading Lessons and Writing Lessons assignments when attachments such as handouts, readings, etc. might be in PDF.) I will give feedback through Google Documents.

Please make sure that all files you upload to the folder have your first and last name, plus the name of the assignment as listed in the syllabus. Any supplemental files should also have your name, the assignment, and an indication of what the file is. For example the supplemental document with the reading assignment for your reading lesson should be something like “Tim Fredrick-Reading Lessons-Reading Assignment #1.”

Adhering to these standards help make it easier for me to find what I’m looking for and expedites the feedback process.

Literacy Autobiography
In this 3–5 page reflective paper, consider how you learned to read and write in and out of school, from childhood to adulthood. What were major moments and/or themes in your own language and literacy education? What experiences of reading and writing did you have outside of the traditional English classroom (e.g., in your hobbies, in content area classes, at home)? How did your attitudes about language and literacy develop over time? How much do you read and write now outside of your school-required writing? These questions are meant as guides and inspiration, rather than a list to be completed.

Reflection on Making Thinking Visible
In this 3–5 page paper, consider the role of thinking in your content area. What thinking skills are required as part of the authentic work of the class? What are the best (i.e., most authentic to the content area) ways for getting students to practice and hone those thinking skills? What aspects of the book connect with the thinking required in your content area? What strategies discussed in the book seem most relevant and applicable to your classroom? Discuss one such strategy from the book and how you would adapt it for your chosen content area and age group.
**Reading Lessons**
Create at least three lesson plans. One should use a textbook as the reading material and one should use differentiated readings and a video all on the same topic. The third can use reading material of your choice (or, possibly, be a continuation of working with one of the other reading materials). Use strategies from our textbook for “before,” “during,” and “after” reading of your selected reading material, as well as ways of teaching important vocabulary. For each lesson, include how you would address so-called struggling readers and ELLs through differentiation.

These lessons do not have to be connected in content, but it would be an interesting “push” assignment for you to think of these as three (or more) connected lessons. Other ways to push yourself in this assignment include using book clubs and/or independent reading workshop strategies.

Use a lesson plan template of your choice (please upload the template to your Google Drive folder by October 8 for my approval). If you need help locating a template, please ask me. Please include copies of the reading assignments, a link to the video, and any other handouts students will use for your lessons.

In addition to the lessons (but in the same Google Docs file), you should write a 3–5 page paper which explains why you decided on using certain strategies, reading assignments, activities, etc. in your lessons.

**Discourse Analysis Paper**
You will work with your content area group and have a conversation common to your group’s chosen content, equal to three minutes per person in the group. (For example, if there are five people in your group, you will have a 15-minute discussion.) You will record this conversation and share the digital recording with each other. Each person will be responsible for transcribing three minutes of the conversation and share their transcription with the group (I advise using Google Docs for this, but if you agree on some other way, that’s fine with me.)

Then, individually, you will analyze the conversation for meaning-making, using concepts from the class and readings. Some possible questions to get you started: How was a consensus about meaning developed? How did people agree and build upon each other’s ideas? How did people disagree? What kind of language (e.g., vocabulary) did people use? If a text or task was used, how did people use it during the conversation? What was the flow of the conversation like? How was the discourse in your conversation like/unlike what is expected in your content area? These questions are meant to be inspiration, not a laundry list of questions for you to address. A good analysis could answer one of these questions in depth, or possibly deal with a few of them in a connected way.

Use examples from the transcript (referring to page numbers and lines of the script) to illustrate your analysis. You should also address what this teaches you about how conversations will occur in your classroom. This paper will be 4–6 pages long (not
including the transcript, which should be uploaded to your Google Drive folder in a separate Google Docs file).

**Writing Lessons**
As with the Reading Lessons, you will create three writing lessons using your chosen lesson template. These lessons should cover tasks meant to help students learn through writing, as well as demonstrate their learning through the written word, using strategies from the book. For the latter, please provide rubrics or other assessment tools you would use to evaluate the writing done. For each lesson, include how you would address so-called struggling readers and ELLs through differentiation.

These lessons do not have to be connected in content, but it would be an interesting “push” assignment for you to think of these three lessons connected to each other, and possibly even to the reading lessons from the previous assignments.

In addition to the lessons (but in the same Google Docs file), you should write a 3-5 page paper which explains why you decided on using certain strategies, writing assignments, activities, etc. in your lessons.

**Portfolio and Reflective Essay**
Create a subfolder within your Google Drive and name it using this template: [First and Last Name]-ConLit Fall 2014-Final Portfolio. Please place revised versions of each of the major assignments (without supplemental documents, e.g. the CAD transcript, reading assignments, rubrics) to the folder. Also include 3-5 artifacts from class activities and discussions.

Write a 4-6 page reflective essay on what you learned this year, making sure to hit all the major topics (thinking, reading, speaking, writing), as well as talk about the classroom artifacts and what revisions you made to each of the major assignments. You can also address the course texts and what you are taking away from them, how your definitions of literacy and language use have changed (or not), and how you will be approaching literacy and language use in your classroom in the future.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Writing Due</th>
<th>Also Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 3</td>
<td>What is literacy?</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Sep 10</td>
<td>Thinking, I</td>
<td>Ch 1-2, <em>Making Thinking Visible</em></td>
<td>None</td>
<td>Create folder in Google Drive as described and share with me.</td>
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<tr>
<td>Sep 17</td>
<td>Thinking, II</td>
<td>Ch 3 plus assigned chapter of 4, 5, or 6 in <em>Making Thinking Visible</em></td>
<td>Literacy Autobiography</td>
<td>None</td>
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<tr>
<td>Sep 24</td>
<td>Thinking, III</td>
<td>Ch 7–8, <em>Making Thinking Visible</em></td>
<td>None</td>
<td>None</td>
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<td>Oct 1</td>
<td>Reading, I</td>
<td>Ch 1–4, <em>Subjects Matter</em></td>
<td>Reflection on <em>Making Thinking Visible</em></td>
<td>None</td>
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<tr>
<td>Oct 8</td>
<td>Reading, II</td>
<td>Ch 5–7, <em>Subjects Matter</em></td>
<td>None</td>
<td>Bring in sample chapter from relevant textbook; upload lesson plan template.</td>
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<td>Oct 15</td>
<td>Reading, III</td>
<td>Ch 8–13, <em>Subjects Matter</em></td>
<td>None</td>
<td>Bring in three readings on the same topic, but of different levels, as well as an easy-to-follow video on the same topic.</td>
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<td>Oct 22</td>
<td>Speaking, I</td>
<td>Ch 1–4 in <em>Academic Conversations</em></td>
<td>Reading Lessons</td>
<td>None</td>
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<tr>
<td>Oct 29</td>
<td>Speaking, II</td>
<td>Ch 5–6 in <em>Academic Conversations</em></td>
<td>None</td>
<td>Finish transcriptions of CAD and read over entire transcript.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
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<tr>
<td>Nov 5</td>
<td>Speaking, III</td>
<td>Assigned reading for content area.</td>
<td>Bring in bulleted list of your analysis of the CAD/outline for your paper</td>
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</tr>
<tr>
<td>Nov 12</td>
<td>Writing, I</td>
<td>Part 1 of <em>Content-Area Writing</em></td>
<td>None</td>
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<td>Nov 19</td>
<td>Writing, II</td>
<td>Part 2 of <em>Content-Area Writing</em></td>
<td>None</td>
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<tr>
<td>Nov 26</td>
<td></td>
<td>No class—Happy Thanksgiving</td>
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<tr>
<td>Dec 3</td>
<td>Writing, III</td>
<td>Reading on writing workshops</td>
<td>First Draft of Writing Lessons due, hardcopies in class for each person in your group</td>
<td></td>
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<tr>
<td>Dec 10</td>
<td>No class—Monday classes meet</td>
<td></td>
<td>Writing Lessons Due</td>
<td></td>
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<tr>
<td>Dec 17</td>
<td></td>
<td>No class</td>
<td>Final Portfolio and Reflective Essay Due</td>
<td></td>
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</tbody>
</table>