



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **TLSC 443 Adolescent Literacy Instruction (3 Credits)**

**Fall 2021**

Teaching and Learning with Schools and Communities  
School of Education, Loyola University Chicago

**Instructor:** Guofang Wan; **Email:** [gwan1@luc.edu](mailto:gwan1@luc.edu); **Campus Office:** 1116 Lewis Tower WTC  
**Phone:** 312-915-6915 (office); 24 hrs. response within weekdays  
**Virtual Office Hours:** Thursday 4:30-5:30 pm or by appt.  
**Group or Class MTGS:** Th. 5:30-8-30pm; Coboy Law Center 303 (8/30-12/17/2021)

### **\* 1. COVID-19: School of Education Commitment:**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab**

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address**

## 2. **Essential Course Information:**

### **Course Description**

This course focuses on developing effective instructional practices that promote the ongoing development of adolescent literac(ies). Foundationed in the premise that all adolescents have and can develop a variety of literacies that facilitate reading the word to read the world, we focus our attention on essential reading skills and developing academic language. Teacher candidates will learn to set academic language goals and objectives that are aligned to.... (CCSS) and World-Class Instructional Design and Assessment (WIDA) standards, as well as how to plan content area lessons that tap into and continue to develop students' reading, writing, listening, and speaking skills, while also develop students critical and multimodal literacies. Teacher candidates will develop a repertoire of teaching and assessment strategies to facilitate academic language development for all learners with a particular focus on setting rigorous academic language goals, culturally aligned assessments, and scaffolded instruction for emerging bilingual students.

With this foundational understanding of how to design lessons that address essential language and literacy skills, we expand on the notion of literacy by exploring disciplinary, critical, and multimodal literacies recognizing that they are not only overlapping but inextricably interconnected. Teacher candidates study the evolving reading habits of adolescents and how to support print text with multimodal texts and how to select multimodal texts as primary texts to grow literacy skills and content knowledge. They will also explore learning activities and pedagogical strategies to facilitate criticality, students' ability to interrogate texts for bias, and to learn about how systems of oppression pose barriers to success and joy for members of historically marginalized groups. In addressing disciplinary literacy, teacher candidates will learn

to infuse their content lessons with literacy skills and strategies appropriate to the discourses of the discipline. They will also learn how to bring together their content knowledge, understandings of academic language and literacy, criticality, and the importance of using multimodal texts to create lessons that address the needs of all learners, including emerging bilinguals.

### **Essential Questions**

1. How do teachers teach reading utilizing evidence-based practices in classrooms?
2. How do teachers provide highly effective instruction for all students while addressing the literacy and language supports required by some in the classroom?
3. How do teachers determine the language and literacy needs of students to target reading instruction and interventions to their specific and individual needs?
4. How do teachers adjust and adapt learning materials for culturally and linguistically diverse students?
5. How do teachers utilize culturally sustaining literacy practices that affirm students' embodied identities and develop their abilities to interrogate print and non-print texts to understand oppression, power, and social justice?
6. How do teachers in content area classrooms effectively guide students in their development of literacy practices within discipline-specific contexts?
7. How do teachers select digital texts and multimodal scaffolds for print texts that develop students' ability to continue developing their literacy skills, criticality, while also building content knowledge?
8. How do teachers plan instruction in their discipline that supports students' multimodal literacies?

### **Learning Objectives. Candidates will**

1. Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments, and instructional strategies to meet the individual needs of students.
2. Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
3. Affirm students' embodied identities and cultural and community assets through their curricular and pedagogical choices
4. Explicitly integrate the teaching of reading, writing, communication, and multimodal literacies across content areas.
5. Curate collections of print and non-print texts to promote academic language skills, criticality, and students' ability to be critical consumers and creators of knowledge
6. Infuse learning activities that grow adolescents' ability to interrogate texts to identify systems of power and oppression throughout their curriculum.
7. Create and support safe and healthy learning environments for all students.

### **Required Textbooks:**

1. Houghton, Martha C. et al. (2015). [Fundamentals of Literacy Instruction and Assessment 6 – 12](#). Baltimore: Brooks Publishing. (Available LUC library: <https://ebookcentral-proquest-com>.)

- Walqui, A. & Bunch, G. C. (Eds.). (2019). [Amplifying the curriculum: Designing quality learning opportunities for English learners](#). New York, NY: Teachers College Press. (Lib. obtain E-book)

### **Recommended Books:**

- Turner, K. H., & Hicks, T. (2015). [Connected reading: Teaching adolescent readers in a digital world](#). Urbana, IL: Natl Council of Teachers of English. (No Ebook; Lib. obtain book)
- Fisher, D., Frey, N., Hattie, J., & Thayer, M. (2017). [Teaching literacy in the visible learning classroom 6-12](#). Thousand Oaks, CA: Corwin Literacy. (Available in Lib.)
- Herrera, S. G., Holmes, M., & Kalimantan, S. (2011). [Crossing the vocabulary bridge: Differentiated strategies for diverse secondary classrooms](#). New York, NY: Teachers College Press. (Available in lib.; Lib. obtain Ebook)
- Buehl, D. (2014). *Classroom Strategies for Interactive Learning*. (4<sup>th</sup> ed.). Newark, DE: International Reading Association. (Print in Lib.; Lib. obtain E-book)

### **Recommended: Articles (Sakai including, but not limited to):**

- Boyd, F.B., Causey, L.L., & Galda, L. (2015). Culturally diverse literature: Enriching variety in an era of Common Core State Standards. *The Reading Teacher*, 68(5), 378-387.
- Colwell, J. (2018). Selecting texts for disciplinary literacy instruction. *The Reading Teacher*, 72(5), 631-637.
- DeJaynes, C. (2019). Transforming School Hallways Through Critical Inquiry: Multimodal Literacies for Civic Engagement. *Journal of Adolescent & Adult Literacy*, 63(3), 299-309. <https://doi.org/10.1002/jaal.991>
- Duke, N.K. & Cartwright, K.B. (2019). Implications of the DRIVE model of reading: Making the complexity of reading actionable. *The Reading Teacher*, 73(1), 7-15.
- Flint, D. (2019). Hurdling Over Language Barriers: Building Relationships with Adolescent Newcomers Through Literacy Advancement. *Journal of Adolescent & Adult Literacy*, 62(5), 509-519. <https://doi.org/10.1002/jaal.927>
- Heineke, A. & Neugebauer, S.R. (2018). The complexity of language and learning: Deconstructing teachers' conceptions of academic language. *Issues in Teacher Education*, 27(2), 1-17.
- Herrera, S.G., Holmes, M.A., & Kavimandan, S.K. (2012). Bringing theory to life: Strategies that make culturally responsive pedagogy a reality in diverse secondary classrooms. *International Journal of Multicultural Education*, 14(3), 1-19.
- Hill, J. (2016). Helping ELLs Excel: Engaging your beginners. *Educational Leadership*, 73(5), 18-23.
- Janks, C. (2019). Critical Literacy and the Importance of Reading with and Against a Text. *Journal of Adolescent & Adult Literacy*, 62(5), 561-564. <https://doi.org/10.1002/jaal.941>
- Muhammad, G (2019). Protest, Power, and Possibilities: The Need for Agitation Literacies. *Journal of Adolescent & Adult Literacy*, 63(3), 351-355. <https://doi.org/10.1002/jaal.1014>
- Muhammad, G. (2018). A Plea for Identity and Criticality: Reframing Literacy Learning Standards Through a Four-Layered Equity Model. *Journal of Adolescent & Adult Literacy*, 62(2), 137-142. <https://doi.org/10.1002/jaal.869>

## **English as a Second Language (ESL) Endorsement**

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

- 1. A Language as a System – The competent ESL teacher demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas. <sup>[L]</sup><sub>[SEP]</sub>
- 1.A Language as a System—The competent ESL teacher demonstrates an understanding of language as a system, including phonology, morphology, semantics, syntax, discourse, and pragmatics. <sup>[L]</sup><sub>[SEP]</sub>
- 3.B Implementing and Managing Standards-based ESL and Content: Understands and provides access to the core curriculum, including using the student's primary language. <sup>[L]</sup><sub>[SEP]</sub>
- 3.B Implementing and Managing Standards-based ESL and Content: Implements a variety of second language teaching strategies and approaches (guided by national and State ESL language learning standards) for developing and integrating academic English language in the listening, speaking, reading, and writing domains. <sup>[L]</sup><sub>[SEP]</sub>
- 3.C Using Resources Effectively in ESL Instruction – The competent ESL teacher evaluates, selects, and adapts a wide range of materials, resources, and technologies that meet the content and language needs of ELs. <sup>[L]</sup><sub>[SEP]</sub>
- 3.C Using Resources Effectively in ESL Instruction—The competent ESL teacher uses materials, methods, and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

## **Assignments and Grading:**

### **Course Grades**

The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), and F (62% and below).

**Summary of Assignments (total 100%).** Detailed requirements and rubrics for assignments will be posted on Sakai.

1. Course participation (25%): Regular attendance and participation in face-to-face, synchronous, and asynchronous learning activities. Active engagement and interactions with peers; come well-prepared and contribute meaningfully to class discussions.
2. Portfolio of: Learning activities, assessment, and Lesson Planning (Total: 40%)
  - a. Review of Comprehension Instructional Strategies: Students will summarize five classroom strategies that facilitate comprehension skills **(5%)**
  - b. One mini-lesson: Students will plan one mini-lesson (15-20 minutes of instructional time) to address building academic vocabulary, fluency, or comprehension **(5%)**

- c. Develop one formative literacy assessment and rubric, and a modified/scaffolded version of the same assessment for a CLD at a specific level (entering through bridging) of language proficiency **(10%)**
  - d. Three-lesson mini-unit; Develop a three-lesson mini-unit incorporating WIDA standards, language objectives, and use of technology, and utilizing SIOP resources. Identify and analyze text resources with respect to reading level, language support, text complexity, and content. At least one lesson must address critical literacy skills, and one lesson must include a non-print text. **(20%)**
3. Curating a Text Set **(15%)**: Teacher candidates will curate and provide an annotated bibliography for a collection of print and multimodal texts that address one concept in their content discipline; teacher candidates will incorporate scaffolds and modifications that address the needs of emerging bilinguals at a particular stage of English language development.
  4. Multi-genre Research Project **(20%)**: Teacher candidates will research a topic of their choice related to reading instruction, critical literacy, disciplinary literacy, or multimodal literacy and produce four representations in different genres/modes, including at least one multimodal text of their choice to convey what they learned to their colleagues

### **Conceptual Framework Standards for Adolescent Literacy Instruction**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. In this sequence, two conceptual framework standards are addressed. They are:

*CFS2: Candidates apply culturally responsive practices that engage diverse communities.*

*CFS3: Candidates demonstrate knowledge of ethics and social justice.*

### **SOE Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

### **School of Education Mission**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the



world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in Digication. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream, or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

### **The 13 possible objectives you will select from are listed below:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem-solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity(music, science, literature, etc.)
8. Developing skills in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in-depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good

13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

### **Digication**

All students, *except those who are non-degree*, may have access to Digication.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. I will work with you to better understand submission requirements that are specific to courses and programs.

### **Additional ONLINE Course Policies**

**\*Privacy Statement:** Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

### **\*Synchronous/Asynchronous Meetings**

Hybrid: In-person meetings in Corboy Law Center 303 and online meetings via Zoom Pro on Sakai.

### **\*Student Participation**

Participation includes regular on-time attendance, engagement, and active interactions in face-to-face, synchronous, and asynchronous learning activities. Read assignments and come well-prepared for class discussions. Inform and get approval from the instructor ahead of time for the extenuating situation and unavoidable miss of class. Each person is allowed to have one free miss of class each semester. Late submission of assignments will result in loss of points unless approved by the instructor ahead of time.

### **\*Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial, or ethnic) comments, especially comments directed at a classmate.

### **\*Student Support**

#### **Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstances that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require



assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

**\*Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting*, and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

**Syllabus Addendum Link**

<https://www.luc.edu/education/academics/syllabi/>