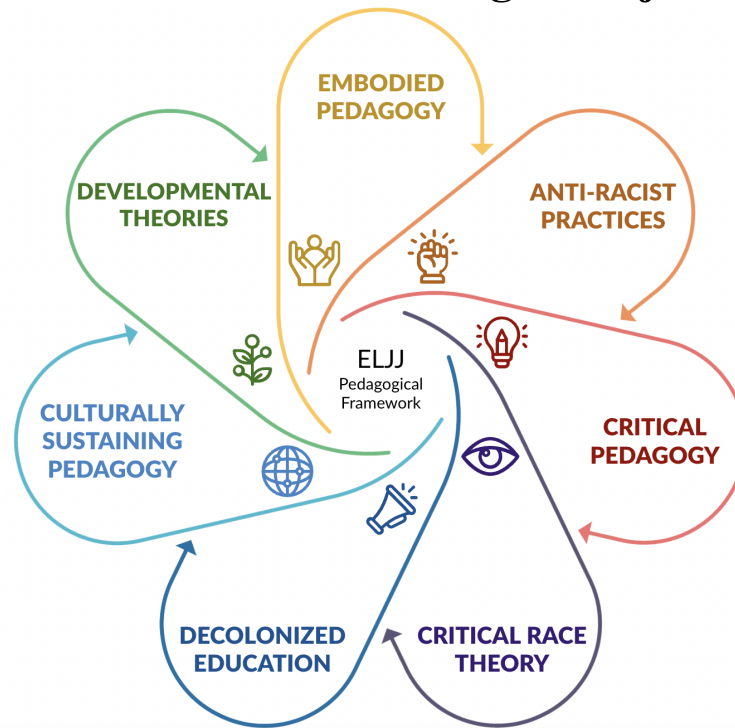


EDUT 6109
Multiliteracies 1 – Single Subject



SUMMER TERM

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

Credit: 2 Semester Hours

Instructor:
Telephone:
Email:
Office Hours:

Room:
Time:

Course Description

Offers students an opportunity to obtain a broader understanding of literacy development, the structure of academic language, and the foundations of writing proficiency beyond decoding and performing timed writing proficiencies. Explores the multiliteracies that students bring with them. Addresses issues related to

nondominant students whose language and literacy practices do not mirror those expected in schools. Examines the literacy needs of English-language learners, speakers of nondominant varieties of English, students with disabilities, and youth who struggle with developing 21st-century literacy skills. Considers how the language and literacy practices of youth mediate their learning and development in school and examines, from a sociocultural perspective, these practices that are often not leveraged as resources for learning in classrooms. The course will address the following TPEs: 1.1, 1.5, 2.6, 3.5, 3.6, 3.7, 4.7, 4.8, 5.4, 5.7, 7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11.

ELJJ Goals

We aim to prepare teachers who have the disposition and skills necessary to gather empirical evidence needed to examine and evaluate curricula, pedagogies, and assessment for justice, inclusion, transformation, and liberation. We also want to be sure that ELJJ teachers can build on their students' and their own assets to ensure that growth and learning is developmentally appropriate and healing. We expect teacher candidates in our program to identify ideologies and inequities from a critical perspective and work toward dismantling them and foster conditions that are fair and equitable. Finally, we see ourselves as a community who appreciates our shared experiences and vision to change education for the better and enjoys our collaborative work. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:



Goal 1. Safety, Wellbeing, and Care

- a. 1. Value and aim to ensure the safety and wellbeing of every student as well as colleagues in ELJJ (and other programs).
- b. 2. Actively create a space that welcomes, includes, nurtures, and appreciates students of all backgrounds.
- c. 3. Creates and maintains a safe working and community environment for students, colleagues, and self.
- d. 4. Recognize that teaching is inherently moral and guided by an ethic of care.



Goal 2. Culturally-sustaining, anti-racist teaching

- a. Recognize that one's positionality (i.e., gender, race, sexual orientation, socioeconomic background) and life experiences biases our lens in how we see others, particularly those who come from vastly different positions.
- b. Demonstrate interest in learning with and from others, especially those from historically marginalized communities and who are not in positions of power.
- c. Purposely seek out the perspectives of those from nondominant backgrounds (i.e., people of color, undocumented, materially privileged, LGBTQAI).
- d. Practice intentional listening, making space for marginalized voices, in classrooms and community settings.

-
- e. Focus on how (not if) privileged parts of one's identity shape life and teaching practice.
-

Course Goals

1. **Broaden Horizons of Literacy Development:** Dive deep into the broad scope of literacy development, including foundational skills like phonological awareness, phonics, and morphological awareness. Our explorations will transcend mere decoding and timed writing to appreciate the multifaceted nature of literacy development, including these essential building blocks.
2. **Effective Strategies for All:** Evaluate and harness potent strategies to cultivate literacy prowess, with special emphasis on foundational literacy skills for learners from non-dominant backgrounds, ensuring inclusivity and effective literacy development for all.
3. **Demystify Academic Language:** Unlock the intricate structure of academic language, including understanding the role of foundational skills in mastering academic language proficiency, particularly in secondary education contexts.
4. **Celebrate Multiliteracies:** Cherish and leverage the array of multiliteracies students bring, including the foundational skills of language. Use these as invaluable resources to amplify learning experiences in a way that integrates these essential literacy components.
5. **Customize Instruction for Unique Needs:** Understand the singular literacy needs of distinct groups, incorporating strategies to teach foundational literacy skills effectively to English language learners, speakers of non-dominant English varieties, students with disabilities, and those grappling with literacy challenges.
6. **Journey Beyond the Obvious:** Go beyond the conventional to interrogate dominant ideologies of literacy, including the often-overlooked importance of foundational literacy skills. Construct inclusive curricula that celebrate every student's language and literacy practices, with a foundation in essential literacy skills.
7. **Build on Foundational Philosophies:** Lean on educational philosophies like those of Freire to understand how varied educational approaches shape literacy teaching, with a focus on the critical role of foundational literacy skills in effective pedagogy.
8. **Evaluate Critically and Refine Continuously:** Cultivate a culture of continuous reflection and refinement in literacy programs, with a focus on how foundational literacy skills can be better integrated and taught effectively.

Course Essential Questions

Our voyage in this course will be navigated by essential questions. These will act as our North Star, ensuring we remain aligned with our objectives and goals:

- ★ *How might we unintentionally overlook or undervalue foundational literacy skills in secondary education, and how can we integrate these skills more effectively in inclusive practices?*
- ★ *What strategies and tools can we employ to elevate literacy development, especially foundational literacy skills, for our culturally and linguistically diverse learners?*
- ★ *How does the socio-political backdrop influence the trajectory of literacy development, including the teaching and learning of foundational literacy skills in secondary education?*

Learning Targets

During this course, our discussions, explorations, and assignments will orbit around key central questions. As we delve into each of these, our aim will be to achieve specific learning targets that translate into competencies:

- **Sociohistorical Influences on Modern Inequities:** I can demonstrate how policies in realms like housing, education, and health have sculpted the inequalities that persist in contemporary society.
- **Educational Philosophies Shaping Schools:** I can articulate how varied educational ideologies impact the dynamics of teaching, learning, and the overarching structures of schooling.
- **Navigating the Education Ecosystem:** I can analyze the socio-political architectures that breed inequity and appreciate the resilience shown by communities against these inequities.
- **Building Responsive Learning Environments:** I can evaluate the influences that shape our classroom communities, adopting strategies that cultivate a conducive learning climate.

CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program. These can be found in detail [here](#) (TPEs 1-6) and [here](#) (TPE 7):

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

TPE Mapping:

[Week 1](#)

Week 1 Introduction to Literacy & Multiliteracies

Content/Readings: Lectures: What is literacy?; Nichole Pinkard on Digital Literacies; Defining literacy; Multiliteracies; Reading, Language Ability, Academic Language; Reading & Identity. Asynchronous Readings: Gee, J.P. Chapter 2 & Chapter 3; Nurturing Conscious Digital Natives.

Phonological & Morphological Awareness; Explicit Phonics & Word Recognition; Reading Fluency

TPEs Introduced: 1.1, 2.6, 4.8, 7.5

Workshop/Theme: [Defining literacy & Multiliteracies](#)

TPEs Practiced: 1.5, 7.1

Assignments/Tasks: [Group Project](#) - Collective brainstorm, [Bi-Weekly Critical Reflections](#)

TPEs Assessed: 7.1, 7.5

Week 2

Week 2 Critical Media Literacy & Critical Literacy

Content/Readings: Teaching in the Connected Learning Classroom; Mirra, Morrell, Filipiak - From Digital Consumption to Digital Invention.

TPEs Introduced: 3.5, 7.2

Workshop/Theme: Cultural Hegemony; Critical Media Literacy; Doing Critical Literacy.

TPEs Practiced: 1.5, 4.8, 7.4

Assignments/Tasks: [Critical media literacy slide deck submission](#)

TPEs Assessed: 4.8, 7.2

Week 3

Week 3 “American Standard English” & “Word Gap” & Metalinguistic

Content/Readings: Baker-Bell, A. Linguistic justice; More Than Just a Hammer; Depending on your discipline area, choose from the mentioned readings.

TPEs Introduced: 5.4, 7.6

Workshop/Theme: [Do you speak American?: 30 Million Word Gap; English Language Learners I aka Multilingual learners.](#)

TPEs Practiced: 3.7, 7.8

Assignments/Tasks: Feedback on CML slide deck, [Bi-Weekly Critical Reflections](#)

TPEs Assessed: 7.6, 7.8

Week 4

Week 4 From Theory to Practice: Creating an Inclusive Multilingual, Multimodal Classroom

Content/Readings: Choose from the provided readings based on discipline and interest.

TPEs Introduced: No new TPEs (all prior introduced)

Workshop/Theme: [Data Analysis, Visualization, and Representation; Ethnic Studies podcast project; Multiliteracies assignment/activity.](#)

TPEs Practiced: 1.1, 1.5, 2.6, 3.5, 3.6, 3.7, 4.7, 4.8, 5.4, 5.7, 7.1, 7.2, 7.4, 7.6, 7.7, 7.8, 7.10, and 7.11

Assignments/Tasks: [Participation](#) in workshop and group discussions, [Multiliteracies Portfolio](#) and [Lesson Plan Group Project](#)

TPEs Assessed: 5.1, 5.3, 5.4, 5.5, 5.7, 5.8, 7.7, 7.10, 7.11

Course Policies

Attendance and Participation: Given the interactive nature of this course, attendance and active participation are vital for your learning. Students are expected to attend all synchronous sessions and engage in asynchronous activities. If you cannot attend a synchronous session, please notify the instructor in advance.

Late Assignments: Late assignments will be accepted with a penalty of 10% per day late. No assignments will be accepted more than one week past the due date unless extenuating circumstances exist, and arrangements have been made with the instructor.

Academic Integrity: This course adheres strictly to the university's policy on academic integrity. Plagiarism, or any form of cheating, will not be tolerated and will result in a failing grade for the assignment or the course, and possible further disciplinary action.

Respect and Inclusivity: Our classroom is a place of learning and respectful dialogue. Demeaning, hostile, or inappropriate behavior will not be tolerated. It is important that we maintain an environment of respect and inclusivity where all voices can be heard and all perspectives valued.

Accessibility: If you need accommodations due to a disability, please contact the university's accessibility services as soon as possible. I am committed to providing an accessible learning environment for all students.

Communication: Please use your university email for all course-related communications and expect a response within 48 hours during weekdays. For urgent matters, please use the subject line "Urgent: [Your Name]".

Technology Use: In our hybrid course model, technology will be central. Please ensure you have reliable access to a computer and internet connection. If you face difficulties, inform your instructor as soon as possible. During synchronous sessions, please keep your microphone muted when not speaking and use the chat function for questions or comments, unless otherwise instructed.

Remember, course policies are designed to ensure a positive and productive learning environment for all students. Failure to adhere to these policies may impact your course grade.

University Policies

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire

University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Campus Support Services

This section provides an overview of the broad range of support services available to students at Northeastern University and Mills College at Northeastern University. Students have access to numerous services to ensure their successful university journey.

Learner Experience, Support, and Resources:

- [Office for University Equity and Compliance](#)
- [University Health and Counseling Services](#)
- [Office of Diversity, Equity and Inclusion](#)
- [Center for Leadership, Equity, and Excellence](#)
- [Career Design](#)
- [Library Services](#)
- [Student Access and Support Services Office](#) | Accommodations, Writing and Tutoring Center
- [Connect To Tech: Information Technology Services](#)
- [Student Financial Services](#) | Financial Aid and Accounts

Course Materials

Materials posted to Canvas are for class use and may not be duplicated, sold, or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

Required Readings: This course requires no textbook. All readings and related materials will be posted on the course's Canvas site.

Assignments

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

1. **Class Participation and Discussion Engagement (10%)**: In this course, every student is expected to actively participate in class discussions and activities. Participation includes, but is not limited to sharing your thoughts during class discussions, asking questions, and contributing to group work. Active engagement in class helps to build a vibrant learning community and is essential for your understanding of the course material.
2. **Bi-weekly Reflection Papers (10%)**: Every other week, students will write a brief (1-2 page) reflection paper based on that week's readings and class discussions. The reflection should not simply summarize the readings, but should instead demonstrate a deep engagement with the course material.

You might connect the readings to prior knowledge, ask thoughtful questions, identify areas of confusion, or explore the implications of the readings for classroom practice.

3. **Critical Media Literacy Interactive Deck (25%):** Develop a media literacy deck that is discipline-specific, engaging, and makes connections to students' lives. Minimum of 10 slides with no more than 20 words per slide. Incorporate the 5 Key Critical Media Literacy Qs. Use dynamic elements like images, color, GIFs, video, and animations. Ensure content is age and developmentally appropriate, incorporating students' cultural and social backgrounds. Use Google Slides, Keynote, Powerpoint, Prezi, or any other deck creation platform. Your deck will be evaluated based on the following [rubric](#).
4. **Group Project - A Detailed Lesson Plan Incorporating Strategies Learned in Class (25%):** In small groups, students will create a detailed lesson plan that incorporates the strategies and concepts learned in class. The lesson plan should focus on facilitating literacy development in students who come from non-dominant backgrounds or who are English language learners, speakers of non-dominant English varieties, students with disabilities, or struggling students. The lesson plan should include clearly defined objectives, detailed step-by-step procedures, required materials, and methods of assessment. In addition, the lesson must explore an inquiry focus of shared interest. Each group will present their lesson plan to the class and provide a written copy for grading. Your lesson plan will be evaluated on the following [rubric](#).
5. **Multiliteracies Portfolio (30%):** Candidates will create a Multiliteracies Portfolio that documents their understanding and application of the course content. The portfolio must include the following components:
 - a. Annotated Bibliography: An annotated list of the most influential readings and resources encountered during the course. Each annotation should summarize the key points of the source, discuss its significance, and reflect on its implications for teaching practice.
 - b. Case Study Analysis: Candidates will choose a case study that exemplifies a multiliteracy challenge in the classroom (this could be based on a real-life experience, an observed situation, or a hypothetical scenario). In a 2-3 page analysis, students will discuss the case study in light of course concepts and suggest strategies for addressing the identified challenges. [Evaluation Rubric](#)
 - c. Reflective Essays: A series of short reflective essays (approximately 1-2 pages each) in response to a range of prompts related to the course content. Prompts will ask candidates to connect course concepts to their own experiences, reflect on their growth over the semester, and articulate their developing philosophy of multiliteracies instruction. [Evaluation Rubric](#)
 - d. **Revised Lesson Plan:** Candidates will revisit the group project and revise their lesson plan based on feedback received and insights gained

throughout the course. This revised lesson should demonstrate a refined understanding of multiliteracies and its application in the classroom.

Grading

All assignments in this course will be graded using a point system. Class attendance and participation are required. Students will have opportunities to engage in the class through discussions, presentation, and class activities.

College policy on incomplete courses is as follows: students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this course, students will qualify for consideration of an incomplete only if the required internship timeline goes beyond the semester. Students who have not completed substantial coursework should not assume that they will be given an incomplete at the end of the semester.

Grades	Assignment	Points
97-100 A	Class Participation and Discussion Engagement	10
93-96 A-	Bi-weekly Reflection Papers	10
88-92 B+	Critical Media Literacy Interactive Deck	25
83-87 B	Lesson Plan Group Project	25
79-82 B-	Multiliteracies Portfolio	30
76-78 C+		
73-75 C		
70-72 C-		
	Total	100

Schedule

This calendar provides a comprehensive overview of the course activities and expectations. It should be adapted based on actual semester dates, student needs, and specific course content.

Please note that synchronous sessions do not meet consecutively. Be sure to note the class meeting dates and times in your calendar.

Readings and assignments are due on the date within the same row.

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
1	Introduction: Literacy & Multiliteracies ★ What is literacy? ★ Defining literacy	Read: - Daniels (2011) Ch.1 Ensuring All Students Read, Write, Think, and Learn - Gee, J.P. (2004). Chapter 2 &

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
	★ Nichole Pinkard on Digital Literacies ★ Multiliteracies ★ Reading, Language Ability, Academic Language ★ Reading & Identity ★ Introduce Group Project - Collective brainstorm ★ Throughout this session, students will be introduced to and practice analyzing complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. ★ Teacher candidates will be introduced to examples through videos, readings, and workshops on engaging students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Phonological & Morphological Awareness	Chapter 3 [In Google Readings drive] - Pgs. 14 - 42 in pdf (28 pgs.) ● Antonacci, O'Callaghan, & Berkowitz (2014). Chapter 2: Nurturing Conscious Digital Natives (in class) ● Chapter 2: Vocabulary Self-Collection Strategy: Promoting Word Consciousness ● Introduce CML slide deck assignment - Collective brainstorm

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
	• Complex word structures, affixes, roots, • Discipline-specific vocabulary Explicit Phonics & Word Recognition • Gaps in phonics and word recognition • Struggling readers • English Language Learners • Advanced decoding, multisyllabic words Reading Fluency • Complex texts, accuracy, prosody, rate • Strategies: paired reading, modeling, disciplinary texts.	
2	Critical Media Literacy & Critical Literacy ★ Cultural Hegemony ★ Syllabus ★ Critical Media Literacy ★ Doing Critical Literacy ★ Introduce CML slide deck assignment - Collective brainstorm ★ Personalized Phonics Integration in Subject Context activity ★ Sample lesson: Enhancing Critical Literacy: Strategies for analyzing Complex Texts and Fostering higher-order Skills	Read: • Teaching in the Connected Learning Classroom: Introduction and select one chapter between chapter 2-6 to read. [In Google Readings drive] • Mirra, Morrell, Filipiak - <i>From Digital Consumption to Digital Invention</i> (10 pgs.). [In Google Readings drive] • Phonics Advice for Secondary Teachers • Share Bi-Weekly Critical Reflections #1 on Discussion Board on CANVAS

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
3	“American Standard English” & “Word Gap” & Metalinguistic Awareness ★ Do you speak American? ★ 30 Million Word Gap ★ English Language Learners I aka Multilingual learners ★ Feedback on CML slide deck ★ Content Literacy Wheel: Take turns visiting Science, Math, English, Art, Social Studies, and World Languages stations with content-specific literacy tasks. You will analyze complex literary and informational texts (print, digital, and oral), interpret graphs, and summarize information as examples of literacy demands by subject. You will utilize questioning and discussion to develop literal and inferential comprehension, including higher-order cognitive skills (ie, reasoning, perspective taking, critical reading, writing, listening, & speaking). You will engage in reading, listening, speaking, writing, and viewing closely to draw	Read: ● Baker-Bell, A. (2020). <i>Linguistic justice: Black language, literacy, identity, and pedagogy</i>. Routledge (38 pages) [In Google Readings drive] ● <i>More Than Just a Hammer: Building Linguistic Toolkits</i> (5 pages) [In Google Readings drive] ● Depending on your discipline area, read one of the following: Science, History, Math, English (~11 pgs) ■ Lee, C.D. & Spratley, A. (2010). Reading in the disciplines: The challenges of adolescent literacy. New York, NY: Carnegie Corporation of New York. ■ Read Intro & Overview (pgs. 2-3); Your Discipline section only (pgs. 4-15); Remaining section (pgs. 15-20). Art candidates read Textual Literacy in Art (11 pgs) [In Google Readings drive] World Language candidates read <i>Essential questions for linguistic literacy in the world language classroom</i> (14 pgs.) [In Google Readings drive] ● Listen to <i>Unreserved: How Indigenous people are promoting and learning their languages</i> (24 mins) ● Share Bi-Weekly Critical Reflections #2 on Discussion Board on CANVAS ● Share your Critical media literacy slide deck <i>Use the Doing</i>

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
	evidence from texts, ask and answer questions, and support analysis, reflection, and research. Afterward, we will discuss how strategies can be applied across subjects. This task reinforces the importance of tailored literacy instruction to develop strategies for promoting analytical skills, interpretive abilities, and content knowledge across subjects. ★ Rotate through stations representing Science, Math, English, and Social Studies, Art, & World Languages. At each station, complete content-specific literacy tasks, aimed at integrating subject-specific literacy strategies. Analyze texts, interpret graphs, and summarize information, experiencing each subject's literacy demands. We will then discuss how different strategies can be applied in content areas. The goal is for you to develop strategies for promoting students' analytical skills, interpretive abilities, and content knowledge across	Critical Literacy book to help you create your slide deck [In Google Readings drive]

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
	subjects. ★ Sample lesson on Advancing Secondary Students' Language and Cognitive Skills for Disciplinary Texts	
4	<i>From Theory to Practice: Creating an inclusive multilingual, multimodal classroom and community</i> ★ Ethnic Studies podcast project ★ Data Analysis, Visualization, and Representation ★ Multiliteracies assignment/activity ★ Practice trying it out	Read: ● <i>Critical Media Pedagogy: Teaching for Achievement in city schools - Choose between Ch. 4 (ELA), 5 (SS), 6 (ES), 7 (Art), Math & Social Justice,</i> ● Comprehension Strategy Instruction for Multimodal Texts in Science (Science); Critical Content Based Instruction for the Transformation of World Language Classrooms (World Language) [In Google Readings drive] ● Jacobs (2004). "Curricular and Pedagogical Approaches to Writing for Varied Purposes in Relation to Reading" ● Miller (2009). Ch. 4 "There's a Time and a Place" ● Multiliteracies Portfolio & lesson plan group project due