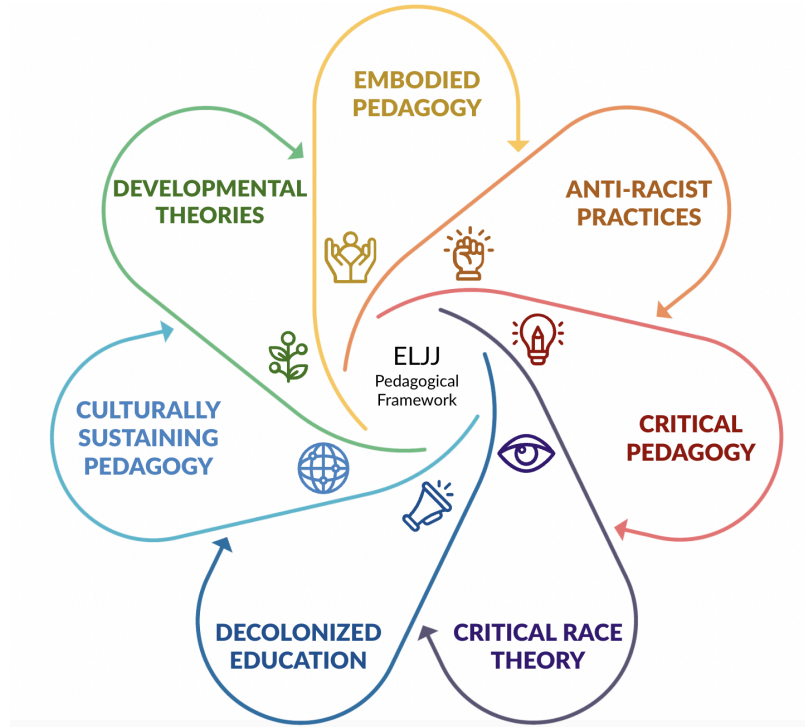


EDUT 6107
Multiliteracies 2 – Multiple Subjects



FALL SEMESTER

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

Credit: 1 Semester Hour

Instructor:
Telephone:
Email:
Office Hours:

Room:
Time:

Course Description

Focuses on literacy teaching and learning in the elementary grades. Explores critical approaches to developing comprehension and composition of broadly defined texts. Practices varied methods of reading and writing instruction. Emphasizes instruction and assessment of listening and speaking skills, reading

levels, phonemic awareness, word analysis, fluency, vocabulary, syntax, and academic language. Introduces management strategies such as grouping, scaffolds, interaction protocols, and engagement opportunities to provide grounding for the teaching and learning of literacy content. Stresses planning for cultural, linguistic, and ethnic diversity, as well as for children with disabilities. This is the second of a three-course sequence. 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, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, and 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 one sees 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. **Deepen Comprehension Insight:** Delve into the intricate layers of reading comprehension, with an emphasis on how foundational skills such as phonemic awareness, decoding, and fluency contribute to understanding text composition and literacy teaching methodologies. Explore the vital role these skills play in students' ability to deeply comprehend and interact with texts.
2. **Diverse Instructional Methods:** Equip yourself with a wide spectrum of methods for reading and writing instruction, catering to the multifaceted needs of students. This includes an enhanced focus on teaching foundational skills like phonics, spelling, and word recognition strategies that are adaptable to diverse learning styles and needs.
3. **Foundational Skills:** Deepen immersion into the world of foundational literacy, covering expansive terrain from listening, speaking, to deeper competencies such as phonemic awareness, word analysis, academic language, morphological awareness, and text reading fluency (including accuracy, prosody, and rate). Focus on the practical application of these skills in classroom settings.
4. **Classroom Dynamics:** Master effective classroom management strategies, including grouping, scaffolding, interaction protocols, and engagement approaches. Ensure these strategies are specifically tailored to support and amplify the teaching of foundational literacy skills, creating an environment conducive to literacy development.
5. **Inclusive Planning:** Design and execute lesson plans that celebrate and incorporate diversity in all its forms: linguistic, cultural, ethnic, and addressing the unique requirements of differently-abled students. Integrate approaches to teaching foundational literacy skills that are inclusive and responsive to this diversity.
6. **Literacy in Context:** Navigate the multifaceted world of reading, linking it with power dynamics, and understanding it as an interactive, meaning-making process. Critically analyze texts to unveil learning opportunities and challenges, with a specific focus on how foundational literacy skills can be developed and applied in context. Encourage critical discussions around how these skills are essential in navigating and understanding texts within their broader socio-political and cultural contexts.

Course Focus and Content Framework:

Objective for this Term: This term is dedicated to crafting a holistic perspective of literacy:

- **The Reading Process:** Understand the intricate relationship between reading and power dynamics in our society.

- **Critical Engagement:** Engage with texts in an evaluative manner, comprehending reading as an active, meaning-making tool.
- **Orthographic Insights:** Unearth the significance of orthographic development in shaping reading and writing skills.
- **Textual Analysis:** Collaborate in reading endeavors, critically dissecting texts to discern challenges and learning prospects.

California Common Core Content Standards (CCCS) Integration: Throughout our journey in this course, a significant emphasis will be placed on aligning our teachings and understandings with the California Common Core Content Standards (CCCS). These standards provide a comprehensive roadmap for language arts and literacy instruction in California. Students will:

- Acquaint themselves with the structure and applications of CCCS, ensuring that our reading and writing instruction methodologies are in sync with K-12 pedagogical expectations.
- Engage deeply with the four pivotal College and Career Anchor Standards intrinsic to CCCS:
 - *Key Ideas and Details*
 - *Craft and Structure*
 - *Integration of Knowledge and Ideas*
 - *Range of Reading and Level of Text Complexity*

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: Introduction to Multiliteracies and Personal Literacy Philosophy](#)

Synchronous Session:

Course introduction and review of syllabus (20 min)

Mini-lecture: Deepening your understanding of Multiliteracies: **TPE 1.1, 1.5, 2.6, 7.1, 7.2 (Introduced) (20 min)**

Group Activity: Discussion on personal experiences with literacy: **TPE 7.4, 7.5, 7.6 (Introduced) (35 min)**

Task: Brainstorming for Personal [Literacy Philosophy Statement](#): **TPE 7.1, 7.2, 7.3 (Practiced) (25 min)**

Decoding & Encoding TPE 7.1, 7.2, 7.5 (Practiced) (20 min)

Asynchronous Work:

Readings: Pahl & Rowsell; Fountas & Pinnell 2.6, 4.7, 7.1, 7.2, 7.3 (Introduced, Practiced)

Assignment: Begin work on Personal [Literacy Philosophy Statement](#) (TPE 7.1, 7.2, 7.3 Assessed)

[Week 2: Planning for Literacy Instruction and Consideration of Diverse Learners](#)

Synchronous Session:

Discussion: Reflecting on assigned readings: TPE 7.4, 7.5, 7.6 (Practiced) (30 min)

Mini-lecture: Literacy Instruction for Diverse Learners: TPE 7.1, 7.2, 7.4, 7.5, 7.6 (Introduced) (40 min)

Group Activity: [Sharing draft Personal Literacy Philosophy Statements](#): TPE 7.1-7.3 (Assessed) (30 min)

Task: Brainstorming for [Literacy Instruction Unit Plan](#): TPE 7.1, 7.2, 7.3 (Practiced) (20 min)

Asynchronous Work:

Readings: Cummins et al.; Fountas & Pinnell TPE 7.4, 7.5, 7.6, 7.7, 7.8 Introduced (Practiced)

Assignment: Continue work on Literacy Instruction Unit Plan TPE 7.1, 7.2, 7.3, 7.4, 7.5 (Assessed)

[Week 3: Embracing Cultural and Linguistic Diversity in Literacy Instruction](#)

Synchronous Session:

Discussion: Reflecting on assigned readings: TPE 7.7, 7.8 (Practiced) (30 min)

Mini-lecture: Incorporating Cultural and Linguistic Diversity in Instruction;

Morphological Awareness: TPE 3.5, 3.6, 7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8 (Introduced) (40 min)

Group Activity: Sharing draft [Literacy Instruction Unit Plans](#): TPE 7.1, 7.2, 7.3, 7.4, 7.5 (Assessed) (30 min)

Task: Brainstorming for Diversity in Literacy Instruction Project: 4.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 (Practiced) (20 min)

Asynchronous Work:

Readings: García & Wei; Fountas & Pinnell (TPE 3.7, 7.7, 7.8 Introduced, Practiced)

Assignment: Begin work on [Diversity in Literacy Instruction Project](#) (TPE 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Assessed)

[Week 4: Consolidating Knowledge and Looking Ahead](#)

Synchronous Session:

Discussion: Reflecting on readings from "Teaching for comprehending & fluency": TPE 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 (Practiced) (30 min)

Mini-lecture: Wrapping Up and Comprehension Inquiry Overview: 5.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 (Introduced) (40 min)

Group Activity: Sharing draft [Diversity in Literacy Instruction Projects](#): TPE 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 (Assessed) (30 min)

Asynchronous Work:

Readings: Free-choice reading related to literacy instruction for diverse learners and readings from "Words Their Way, Chapter 1" (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11 Practiced)

Assignment: Finalize and submit [Diversity in Literacy Instruction Project](#) and [Comprehension Inquiry](#) (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11 Assessed)

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.

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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. **Personal Literacy Philosophy Statement** (15% of final grade): Students will write a personal literacy philosophy statement of approximately 1000 words. This statement should articulate their beliefs about teaching and learning in literacy, drawn from their personal experiences, educational background, and the knowledge they have acquired throughout the course. It should touch on their views on the purpose and importance of literacy, the roles of teachers and students in literacy learning, and the methodologies they plan to employ in literacy instruction. The statement should also reflect an understanding of the need for inclusive practices and sensitivity towards the diversity of students' cultures, languages, and abilities. The literacy philosophy statement will be evaluated based on clarity of beliefs, depth of understanding of literacy instruction, inclusion of personal and educational experiences, and ability to communicate a clear plan for future literacy instruction. Proper writing conventions, organization, and APA citation style should also be used.
2. **Literacy Instruction Unit Plan** (25% of final grade): Building on the literacy instruction plan created in the previous course, students will develop a comprehensive unit plan for literacy instruction, which covers a time span of 4-6 weeks. The unit plan should demonstrate an understanding of multiliteracies, effective literacy instruction strategies, and assessment tools. It should outline clear learning objectives, detailed daily lesson plans, instructional strategies, resources/materials to be used, and both formative and summative assessment methods. The plan should incorporate the principles of Universal Design for Learning, and consider the needs of English learners and students at risk for dyslexia. The unit plan will be evaluated based on the comprehensiveness and feasibility of the plan, the clarity of learning objectives, the appropriateness and effectiveness of the instructional strategies and assessment methods, and the alignment with multiliteracies and effective literacy instruction strategies. The plan should also display creativity and should be structured in a way that it can be effectively implemented in a real classroom.
3. **Diversity in Literacy Instruction Project** (40% of final grade): In this project, students will design a comprehensive strategy for teaching literacy to a diverse group of students. The students will need to account for linguistic, ethnic, and cultural diversity, as well as for children with disabilities. The strategy should include lesson plans, teaching methods, materials, and assessments designed to engage diverse learners and promote inclusivity. This project aims to encourage students to incorporate the principles of equity and inclusivity in their teaching practice. The project will be evaluated based on the appropriateness of the strategies chosen for the diverse group of students, the effectiveness of the lesson plans, teaching methods, materials, and assessments, and the inclusion of principles of equity and inclusivity in the project. The ability to create an inclusive learning environment that caters to diverse students should be evident in the project. This **analytic rubric** will be used to evaluate your work.
4. **Comprehension Inquiry** (20% of final grade): This assignment will entail planning for and implementing one of two lesson types (YOU CHOOSE

WHICH TYPE OF LESSON - YOU ARE NOT RESPONSIBLE FOR BOTH): either (a) an interactive read aloud with your class or a small group of children, or (b) a guided reading lesson with a comprehension focus (this should be for more advanced readers). You will design and teach a lesson that incorporates elements of either an interactive read aloud or a guided reading lesson. You'll write up a detailed lesson plan and send me your draft, I will give you feedback, and then you will then teach the lesson. After teaching the lesson you will share your experiences with a small group. Finally, you will write a reflection about the process. A detailed assignment sheet will be provided.

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	Personal Literacy Philosophy Statement	15
93-96 A-	Literacy Instruction Unit Plan	25
88-92 B+	Diversity in Literacy Instruction Project	40
83-87 B	Comprehension Inquiry	20
79-82 B-		
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	<p>Introduction to Multiliteracies and Personal Literacy Philosophy</p> <ul style="list-style-type: none"> • Course introduction and review of syllabus • Mini-lecture: Deepening your understanding of Multiliteracies • Group Activity: Discussion on personal experiences with literacy • Comprehension Study Guide • Phonics Vocabulary & Feature Planning Guide • Lesson plan on Building Foundational Reading Skills • Task: Brainstorming for Personal Literacy Philosophy Statement <p>Decoding & Encoding</p> <ul style="list-style-type: none"> • Explicit instruction for decoding and encoding • Decodable texts & encoding exercises • Sound-letter mappings, word formation. 	<ul style="list-style-type: none"> • Readings: Pahl, K., & Rowsell, J. (2012). Literacy and Education: Understanding the New Literacy Studies in the Classroom (Chapters 1-3). London: Sage. Fountas, I., & Pinnell, G.S. (2006). • Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8. Portsmouth, NH: Heinemann. (Chapter 4) • Assignment: Begin work on Personal Literacy Philosophy Statement (due Week 2)
2	<p>Planning for Literacy Instruction and Consideration of Diverse Learners</p> <ul style="list-style-type: none"> • Discussion: Reflecting on the importance of matching text types to purposes. • Mini-lecture: Literacy Instruction for Diverse Learners • Group Activity: Exploring Literary and Complex Text Through Questioning, Discussion, Viewing, Analysis, and Multimodal presentations - Practice 	<ul style="list-style-type: none"> • Readings: Cummins, J., Hu, S., Markus, P., & Montero, M. K. (2015). Identity Texts and Academic Achievement: Connecting the Dots in Multilingual School Contexts (pp. 1-30). TESOL Quarterly. • Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8. Portsmouth, NH: Heinemann. (Chapter 15) • Kilpatrick (2015). Essentials of Assessing, Preventing, and Overcoming Reading Difficulties • Assignment: Continue work on Literacy Instruction Unit Plan (due Week 3)

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
	<p>engaging and modifying the 3 lesson plans in small groups for your field experience</p> <ul style="list-style-type: none"> ● Group Activity: Sharing draft Personal Literacy Philosophy Statements ● Task: Brainstorming for Literacy Instruction Unit Plan 	
3	<p><i>Embracing Cultural and Linguistic Diversity in Literacy Instruction</i></p> <ul style="list-style-type: none"> ● Discussion: Reflecting on assigned readings ● Activity: Effective literacy instruction for diverse learners (including students with dyslexia) ● Group Activity: Sharing draft Literacy Instruction Unit Plans ● Task: Brainstorming for Diversity in Literacy Instruction Project <p>Morphological Awareness</p> <ul style="list-style-type: none"> ● Morphology & complex words ● Prefixes, suffixes, root words ● Word formation, vocabulary, comprehension 	<ul style="list-style-type: none"> ● Readings: García, O., & Wei, L. (2014). <i>Translanguaging: Language, Bilingualism and Education</i> (pp. 1-28). London: Palgrave Pivot. ● Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8. Portsmouth, NH: Heinemann. (Chapter 24) ● California Dyslexia Guidelines. Chapters 1-7 ● Assignment: Begin work on Diversity in Literacy Instruction Project (due Week 4)
4	<p><i>Consolidating Knowledge and Looking Ahead</i></p> <ul style="list-style-type: none"> ● Discussion: Reflecting on readings from "Teaching for comprehending & fluency" ● Mini-lecture: Wrapping Up and Comprehension Inquiry Overview 	<ul style="list-style-type: none"> ● Readings: Free-choice reading related to literacy instruction for diverse learners and readings from "Words Their Way, Chapter 1" Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2019). <i>Words their way: Word study for phonics, vocabulary and spelling instruction</i>. Hoboken, NJ: Pearson.

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
	<ul style="list-style-type: none"> ● Group Activity: Sharing draft Diversity in Literacy Instruction Projects ● Task: Discuss anticipated challenges implementing strategies from Rief and brainstorm solutions in developing students' higher order thinking skills through writing. 	<ul style="list-style-type: none"> ● Rief (2002). "Writing to Learn: Strategies for Developing Higher Order Thinking Skills in Elementary Students" ● Assignment: Finalize and submit Diversity in Literacy Instruction Project and Comprehension Inquiry