<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; assignments due for class</th>
<th>Readings due for class</th>
</tr>
</thead>
</table>
| 1/14/10  | Introduction  
Overview of Class  
Choose one children’s or young adult novel.                                                            |                                                                                                                                                     |
| 1/21     | Inquiry as Research  
Talk  
Scaffolding, ZPD  
|          |                                                                                                                                                               | Find two articles on CoLearn to read and bring to class.                                                                                        |
|          |                                                                                                                                                               | One should be theoretical and one should be practical. Be prepared to discuss them.                                                              |
|          |                                                                                                                                                               | Surf the CoLearn site and become familiar with the components.                                                                                |
| 1/28     | Reading Research  
Literacy Activities 1( LA):  
Find 1 language strategy from CoLearn to use in your classroom this week. Be ready to report back to the class on 2/04 about how it went. |                                                                                                                                                     |
| 2/04     | Library Research Presentation  
Reading Research  
LA 2: Go to readwritethink.org and find a critical literacy lesson plan that you think is high quality that you can adapt for your classroom. Bring it in and be ready to discuss it on 2/11. Exit Slip 1 is due  |                                                                                                                                                     |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
Dan (2008) The 2.0 Riptide. [http://tinyurl.com/6p2eal](http://tinyurl.com/6p2eal)  
|       | LA 3: Try 1 language strategy from Colearn in your classroom. Be ready to discuss it on 2/18. Exit Slip 2 due |       |
| 2/18  | Book groups – Children’s novel | Read children’s novel. |
|       | LA 4: Try 1 language strategy from Colearn in your classroom. Be ready to discuss it on 2/25. Exit Slip 3 due |       |
Henkin, R. (1994). Teaching students to revise through peer conferences. (Web ct)  
|       | LA 5: Choose one language strategy in Co-Learn and be ready to share in class on 3/04.  
1st professional book discussion |       |
|       | Exit Slip 4 due |       |
A 6: Find one language strategy in Colearn and try it out with your class and be prepared to discuss it on 3/11.  
Exit Slip 5 due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>3/04</td>
<td>continued</td>
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<tr>
<td>3/11</td>
<td>Reading research</td>
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<tr>
<td></td>
<td>Reading Problems</td>
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<td></td>
<td>3rd professional book discussion</td>
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<td></td>
<td>LA 7: Find one literacy tool from Colearn that is helpful for your work. Try it out with at least one student. Run it off and be prepared to discuss it on 3/25. Exit Slip 6</td>
</tr>
<tr>
<td>3/25</td>
<td>Writing &amp; research</td>
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<td></td>
<td>Insiders &amp; Outsiders</td>
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<td></td>
<td>Comprehension Research</td>
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<td>4th professional book discussion</td>
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<td></td>
<td>Exit Slip 7 due</td>
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<td>Dr. Kathy Short –Guest Speaker</td>
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<tr>
<td>4/1</td>
<td>Writing &amp; research</td>
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<td>Mid-term A is due. Exit slip 8 is counted as Midterm A (So do midterm A and not an exit slip)</td>
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<tr>
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<td>Mid-term Part B</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<td>Present Professional Books to class</td>
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<td>Popular Culture</td>
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<td>Critical Literacy</td>
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<td>Multicultural Issues</td>
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<td>High Stakes Testing</td>
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<td>Poverty</td>
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<td>Literacy Activities paper due.</td>
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<tr>
<td>4/15</td>
<td>IDS Spring Colloquium</td>
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<tr>
<td>4/22</td>
<td>All listserv discussions due</td>
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<tr>
<td></td>
<td>All web-site descriptions due</td>
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<td></td>
<td>Present Inquiry Projects</td>
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<tr>
<td>4/29</td>
<td>Student Study Day</td>
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<tr>
<td>5/1</td>
<td>Final Exam 5-7:30 p.m.</td>
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</table>

All cell phones and beepers must be turned off during class periods unless prior permission has been given by the instructor.
Dr. Roxanne Henkin  
Office Phone: 210-458-5427  
Email:  roxanne.henkin@utsa.edu  
Please put the course number in your greeting so I know the email is from you.  
Office:  MB 2.210H  
Office Hours:  Thursdays 1-5 pm and by appointment  
Please email me at my UTSA address rather than my Blackboard address.

Description  
In this class, we will explore the ways in which the “arts of language” (listening, speaking, reading, writing, and viewing) are interrelated. We will read, reflect, talk, and write about the theories, research, and exemplary practices that inform us. This course has as its emphasis the development of an integrated language arts curriculum and instruction from the primary grades through secondary education. We will read and discuss key research/books/articles which investigate literacy and literacy instruction from multiple perspectives, including cross-cultural, gender, multilingual and differently-abled as well as examining the voices of outsiders.

Objectives  
- By the end of this course, learners will:
  - Demonstrate an understanding of how the “arts of language” are interrelated;
  - Demonstrate the ability to be a critical consumer of research;
  - Demonstrate the ability to plan and carry out a research inquiry project;
  - Demonstrate an understanding of a variety of instructional practices that are culturally responsive in nature.
  - Demonstrate ability to synthesize the research and to articulate your understanding of literacy theories.
  - Demonstrate an understanding of gender and multicultural issues in literacy
  - Demonstrate the ability to integrate technology as appropriate.
Department of Interdisciplinary Learning and Teaching: Mission and Goals

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

GOALS

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

University Policies

1. Classroom Conduct.
   All students are expected to exercise self-discipline and a respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual’s ability to learn may be referred to the Office of Student Judicial Affairs in accordance with Section 202 of the Student Code of Conduct.

2. Scholastic Dishonesty, Particularly Plagiarism.
   Scholastic dishonesty is considered a student discipline issue and will be addressed according to the procedures outlined in the Faculty Handbook (Section IV, pages IV-311-vi).

3. This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

ATTENDANCE & PARTICIPATION
Attendance of scheduled classes are mandatory for the completion of this course. Activities designed for class participation cannot be replicated apart from class sessions. Therefore, attendance is expected for each class session. Attendance will be checked at the beginning and end of each class period. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Upon the second unexcused absence of a student, the student will be dropped from the course by the instructor. If the instructor drop period has expired, the student will receive a reduction in the final grade by 1 letter grade. Each additional absence will result in a subsequent reduction of the final grade by an additional letter grade. No more than 2 excused or unexcused classes are allowed. With each additional absence the grade is reduced to a lower one.

Tardiness will be considered for absences by the addition of the minutes missed in each class period. Every total of 60 minutes missed of class due to tardiness will be considered as 1 unexcused absence. The consequences for absences explained above will then be applied by the instructor.

The instructor will follow all the policies and procedures, in regard to students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues, will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3ii-vi).

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157) in order to receive support services.

Textbooks:

Required:
- NCTE CoLearn RI. This is a website that gives us access to all NCTE Journals since 1997. You'll use to access articles and other Co-Learn resources. You have access to this site for a full year. To buy this resource, go to NCTE’s online bookstore link at http://www.ncte.org/store/learning/116743.htm. Click on it and add to cart and check out. You'll then receive a message with a password that allows you to get on the site.

- Selected articles as listed on syllabus.

- One Professional Book from the optional list or others of your choice if approved by me.

- One children’s or young adult novel or nonfiction text.

Optional:


York, ME: Stenhouse.


Web-sites:

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.ncte.org">www.ncte.org</a></td>
<td>National Council of Teachers of English</td>
</tr>
<tr>
<td><a href="http://www.readwritethink.org">www.readwritethink.org</a></td>
<td>From Thinkfinity Website</td>
</tr>
<tr>
<td><a href="http://www.reading.org">www.reading.org</a></td>
<td>International Reading Association</td>
</tr>
<tr>
<td><a href="http://www.sanantoniowritingproject.org">www.sanantoniowritingproject.org</a></td>
<td>The San Antonio Writing Project</td>
</tr>
</tbody>
</table>

**Person-first Language:** As leaders and advocates for children with disabilities, students will be expected to use person-first language when referring to people with disabilities in their assignments. For example: Joe is a student with an emotional behavioral disorder rather than Joe is emotionally disabled. Example: Jane is a fourth grader with a learning disability rather than Jane is a learning disabled fourth grader.

**Projects:**

1. **Exit/Entrance Slips**
   You will be asked to reflect at the end of most class sessions. These deep reflections should be about one page single-spaced or two pages double-spaced and focus on what you've learned, your synthesis of material, and your questions. Exit/Entrance slips are due each week when you come to class. They should be about the readings and the class discussion from the previous week. Again, they should be about 1 page long, single-spaced. The first half should contain entries from your notes and dialectic journal. The second half should be your thoughts about the content discussed both in your small groups and the large group in class. A total of 9 entrance slips are due. You can also e-mail them to me.

   **Assessment Criteria:**
   - Thoughtful, reflective questions
   - Sharing of insights from reading and class
   - Sharing of highlights from class
   - Ability to synthesize major ideas
   - Ability to connect ideas to class discussion
   - Handing them in as required and on time
   - One page single-spaced or two pages double spaced
   - Half of the exit slip is about the assigned readings and half is about the class discussion

2. **The Readings/Dialectic Journal/Literature Discussion Groups**
   Because this course has a heavy reading load, part of your grade is based upon the expectation that you have read and can discuss all of the material. Keep a dialectic journal of your responses and questions. You will be choosing the topics, readings, books and discussion groups along with others in the class. Bring all articles and books due to class each week.

   Anne Bertoff describes the dialectic journal as a place where you can find out what you really think. You have discussions with yourself about the reading material. Do you agree or disagree? Why? In dialectic journals, the paper is divided in half. On one side you write the quote or the idea that you are reacting to. On the other side you write your reactions. Dialectic journals are important tools for thinking and for writing. Keep a dialectic journal for all the readings. You can do this in any way you like i.e. underlining, post-it notes, etc.

   **Assessment Criteria:**
   - Well-prepared for each class.
Notes shared in small and large group discussions for each class.
Ability to work well with others.
Reflective-deep thinking
Openness to new ideas
Longer, more thoughtful responses
Listening and responding to others
Originality of thought
Connectedness to other ideas-transmediation

3. Literacy Inquiry Project:
   Teacher as Researcher or
   Literature Review
Choose one area of literacy research to investigate. Formulate your questions and narrow your focus.
We will spend time in our small groups discussing questions and ideas. Check with me before you begin your research.

You can choose the kind of inquiry that most interests you. You can engage in teacher-research or identify an area for scholarly study. If you choose to do a literature review, your paper should be about 8 pages double-spaced, APA style using at least 12 articles. If you engage in teacher research, your paper describing your project should be about 5-6 pages, double-spaced, APA style with at least 7 articles in your literature review.

You might choose to collect a language sample from your classroom and analyze it from multiple perspectives including the reading-writing connection, literacy learning, gender, power, scaffolding, etc.

Your teacher-research project should be something that you’d like to do this academic year. In your paper, have the following sections: 1) Background 2) Description of students 3) The project and your questions 4) Related literacy research (about 2 pages) 5) Methodology and Analysis, and 6) Pilot Study. For the background, what led you to this study? Include in your description the kind of community that the school is in. What are your students like? For your methodology-what are you going to collect? How are you going to collect it? How will you analyze your data? Then describe what you did in your pilot study. At the end of the paper, please end with a reflective section where you evaluate your learning in the class.

Assessment Criteria:
Reflective, deep thinking
Project carefully thought through
Pilot study implemented and useful
Each of the areas discussed
The paper is well written.
APA style is correctly used.
Additional for Literature Review: topic thoroughly researched
Multiple perspectives are shared
Current articles discussed
Articles tied together through your discussion.
The paper is typed, well-written and carefully edited.
4. Literacy Activities (Models/Tools/Strategies)
Try each of the activities (models, tools, strategies and readwritethink.org) as listed in the syllabus. Be prepared to discuss them with your small group. At the end of class, submit a list of the activities you tried. Write a short paragraph about each one. How did it go? What were the highlights? What would you do differently next time? Will you use this activity again?

Assessment:
All activities are tried. Thoughtful reflection of each activity. All components listed above are discussed.

4. C&I 5723 Google Site
We will use the group blogging feature of Google Site to continue our discussion after class. Each week one or two people will serve as bloggers and moderators. It is their job during the week to pose questions and to answer the responses, to keep the discussion lively, useful and interesting. Share your insights and questions here. Also share your technology research at this site.

Assessment Criteria:
Blogging and facilitating the site for one week:
Asking interesting questions
Fostering thoughtful discussion on the readings of the week

Participating and responding to the blog posts on the site every week with questions or
Responding to the blog posts and answering classmates or others questions
Sharing questions and ideas on the site
Interacting with other class members on the site

Instructions for UTSA C&I 5723 Google Site
http://sites.google.com/site/utsaci5723sp10/

Each week one or two people will serve as bloggers/moderators. Your job will be to create a new post at the Google s side of the webpage.
-go to http://sites.google.com/site/utsaci5723sp10/
-click on the Class Discussion link on the left hand side
-click on the New Post button in the center of the screen
-the page will change to an untitled post, you can change the title of the post and fill out the form below with the comments and questions from the weeks reading and discussion that you want your classmates to answer.
-Press save at the top left of the post to save changes and publish your post under Class Discussion
-To edit a post, return to Class Discussion and click edit post at the bottom of your original post
If you are NOT the blogger/moderator for the week your job is to respond in the comment section to the post of the week.
-click on the Class Discussion link on the left hand side
-DO NOT add a new post. Click on the title of the existing post that you want to comment on.
 -Click the word Comment at the end of the post to open the comment window.
 -Enter your comment in the text box and press Add Comment to see your comment under the post.
 -You can reply to the original post or comments from other people.

5. Technology/ Web-Sites assignment
Visit at least three web-sites that are related to literacy issues. These should be high quality sites. Post these sites by writing a paragraph about the site and the information you learned from it on our list-serve. Why is this an excellent site? What does it do that others don’t? Make sure that you have included the website address.

Assessment Criteria:
Share web-site information on discussion board.  
Share at least a paragraph summary of website on discussion board.  
Include all the factors listed above.

6. Mid-Term Assessment  
   A) Reflect on your progress on all the other projects.  
   B) Mid-term essay in class

7. Extra Credit Check with me.

Requirements & Evaluation Criteria:
Attendance, active participation, reading the selections and the sharing of your dialectic journal in all class sessions is required. Because class discussions are so important, side conversations are not appropriate, and your grade may be lowered because of them. It is the policy of the university that a student missing more than two sessions receives an unacceptable grade. Assignments are expected to be typed, to follow the most current APA (American Psychological Association) style, and to be handed in on time. Failure to meet deadlines may result in lower grades.

1. Attendance 14x2 28 points
2. Discussion & Dialectic Journal 14x2 28 points
3. Exit/Entrance Slips 9x2 18 points
4. Literacy Inquiry Project 26 points
5. Literacy Activities (models, tools, strategies) 7x1 7 points
6. Blog 6 points
7. Blog Facilitator 4 points
8. Technology sites 3x2 6 points
9. Mid-Term Assessment A 7 points
   Mid-Term Assessment B 10 points

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<th>Score Range</th>
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<td>A</td>
</tr>
<tr>
<td>112-125</td>
<td>B</td>
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<tr>
<td>98-111</td>
<td>C</td>
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<tr>
<td>84-97</td>
<td>D</td>
</tr>
<tr>
<td>83-0</td>
<td>F</td>
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</tbody>
</table>
Midterm Assessment

(Please type your answers to this on another paper.)

Name ____________________________________________________________

1. Attendance, active participation (How many classes have you attended? Have you actively participated? In small groups? In the large group?)

2. The Readings (What you’ve learned and what you’ve shared in about 2 paragraphs)

3. Exit/Entrance Slips (How many have you done? What have you learned?)

4. Research Project (What progress have you made so far? What are your questions?)

5. Literacy Activities (What have you done so far?)
   (Models, Tools, Strategies)

6. Listservs (What have you done?)

7. Technology Assignments (What have you done?)