



Learning and Teaching <http://gse.rutgers.edu/>  
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**Rutgers, The State University of New Jersey**

**Teaching Literacy in English Secondary School Classrooms**

Thursdays 1:10 - 4:10 p.m  
 05:300:422 (section 01); 3 Credits  
 Zoom Link:

Instructor: Dr. Reshma Ramkellawan	Email: rr1050@rutgers.gse.edu
Office Hours: By Appointment Only	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: Required for English Teacher Certification Program <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

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**COURSE DESCRIPTION**

**Learning Goals**

This course is designed to help students:

1. Interrogate and reflect on their views, perspectives, and beliefs on the teaching of literacy.
2. Develop and apply instructional strategies to sequence English Language Arts (ELA) content, skills, and standards to support student learning.

3. Work collaboratively to build and expand the knowledge base and clinical experience in teaching literacy in English Language Arts.
4. Explore literature and informational texts in order to understand contemporary local and global issues related to literacy, schooling, and education.
5. Plan and implement lesson plans for middle and/or high school.
6. Engage in understanding and implementation critical literacies and culturally sustaining pedagogies in English Language Arts classrooms.

**New Jersey Professional Standards for Teachers (2014)[1]:**

**Standard Two: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**ii. Essential Knowledge**

- 2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth
- 5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values

**iii. Critical Dispositions:**

- 1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- 2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- 3) The teacher makes learners feel valued and helps them learn to value each other; and

**Standard Three: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**ii. Essential Knowledge**

- 1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- 3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;

**iii. Critical Dispositions**

- 1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- 2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and

4) The teacher seeks to foster respectful communication among all members of the learning community.

**Standard Five: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**ii. Essential Knowledge**

6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

**iii. Critical Dispositions**

3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

**Standard Seven: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**ii. Essential Knowledge**

2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

**iii. Critical Dispositions**

1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction

4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

**Standard Eight: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**ii. Essential Knowledge**

2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;

**iii. Critical Dispositions**

1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

**Council for the Accreditation of Education Professionals (2013)[2]:**

**Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE**

**Candidate Knowledge, Skills and Professional Dispositions**

**1.1** Candidates demonstrate an understanding of the *InTASC* standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Course catalogue description**

This course provides teachers of English with the opportunity to explore some of the theories, research, issues, and instructional strategies related to teaching literacy and literature in secondary schools. It integrates assigned readings, action research, field teaching experiences, and personal experiences to help students develop a personal theory of literacy instruction. The course structure encourages a view of adolescents as multi-literate beings with rich and diverse cultural worlds and identities, and an exploration of how literature can be used to engage adolescents in meaningful learning. Throughout the course, students will be expected to critically examine and call into question their own beliefs, practices, and

conceptions about adolescents, literature, literacy, and learning and teaching. Toward this end, students are encouraged to see themselves as part of a learning community committed to critically reflecting on their evolving pedagogy.

**Required Texts:**

- Acevedo, E. (2018). *The poet X*. New York, NY: HarperTeen. **OR**
- Jackson, T.A. (2018). *Monday's not coming*. New York, NY: Harper Collins
- Di Michele Lalor, A. (2017). *Ensuring high quality curriculum: How to design, revise or adopt curriculum aligned to student success*. Alexandria: ASCD.
- Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge.

**Any additional readings are available on Canvas.**

**Grading Policy**

**Professionalism:** This class is designed to prepare you for the professional environment as well as to think critically about language. As a part of this process, students should be mindful how we “show up” in the classroom, including language, attire, and demeanor.

**Grading Scale**

A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D	60-69 ( <b>cannot receive credit for course</b> )

**Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.



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#### **Web Site**

<https://canvas.rutgers.edu/> A specific Canvas page on this portal will be dedicated to this course.

### **Course Requirements**

#### **Attendance Policy:**

If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don't fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. **Your grade will be lowered if you miss more than two classes during the semester without a bona fide medical reason (including a doctor's note).**

#### **Attendance**

In order to successfully build a vibrant learning and teaching community, all voices and contributions are expected in class discussions and activities. Each student is expected to engage in meaningful sharing and co-construction of knowledge. Each week, students will meet (in person and/or online) and discuss readings, experiences during student teaching, design lesson plans and assessment activities, and apply literacy and learning theories. Attendance and participation in these meetings will be a basis for the course grade. **All work must be submitted on time.**

#### **Participation**

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings and clinical placement experiences and to participate in class activities. I will take note of participation in every class. Please note that inappropriate/distracting use of technology (such as texting or using the internet for non-class related activities) will be addressed with you personally and will result in a lowering of your participation points for the day.

**Summative Assessments and Assignments:**

<b>Assessment</b>	<b>Description</b>	<b>Points</b>	<b>Due Date</b>
<b>Unit Plan</b>	<ul style="list-style-type: none"> <li>• Complete 4 to 6 week unit plan with embedded performance task and assessment</li> <li>• Clear pacing guide with daily objectives and learning tasks</li> <li>• Evidence of revision</li> <li>• Completed in pairs or groups of three</li> </ul>	<b>25 points</b>	First Draft: Nov. 1 <sup>st</sup> Final Draft: Nov. 8 <sup>th</sup>
<b>Individual Micro-Teaching and Lesson Plan</b>	<ul style="list-style-type: none"> <li>• Abbreviated Lesson plan (Danielson Domain 1)</li> <li>• Twenty-minute lesson on an ELA concept with Poet X (Danielson Domain 3)</li> <li>• Revised Lesson Plan (Danielson Domain 1)</li> </ul>	<b>25 points</b>	First Draft: Nov. 11 <sup>th</sup> Final Draft: Nov. 19 <sup>th</sup> Delivery: Nov. 19 <sup>th</sup>
<b>Clinical Placement: Lesson Plan &amp; Video</b>	<ul style="list-style-type: none"> <li>• Lesson Plan (Danielson Domain 1)</li> <li>• Ten-minute lesson in Clinical Experience (Danielson Domain 2-3)</li> </ul>	<b>25 points</b>	December 10 <sup>th</sup>
<b>Classroom Participation</b>	<ul style="list-style-type: none"> <li>• Literature Circles</li> <li>• Workshop</li> <li>• Twitter Engagement &amp; Chat</li> <li>• Facilitation of group readings</li> </ul>	<b>25 points</b>	Ongoing

**Course Schedule By Week:**

<b>Week   Date</b>	<b>Topics Covered</b>	<b>Assignments &amp; Readings</b>
<b>What is the meaning of the term, literacy?</b>		
<b>Week 1</b> Sept. 2 <sup>nd</sup>	<b>Defining the concept of literacy</b> <ul style="list-style-type: none"> <li>• What is literacy?</li> <li>• What “counts” as literacy?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">E.D. Hirsch, Jr. Reading Comprehension Requires Knowledge of Words and the World (in class)</a></li> </ul>
<b>Week 2</b> Sept. 9 <sup>th</sup>	<b>Literacy: Theory versus practice</b> <ul style="list-style-type: none"> <li>• How can my theoretical understanding of literacy align with the practical needs of a classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• Borsheim-Black, C., Macaluso, M. &amp; Petrone, R. (2014). Critical literature pedagogy: Teaching canonical literature for critical literacy. <i>Journal of Adolescent and Adult Literacy</i>, 58(2). 123-133</li> <li>• Definition of critical literacy from the <a href="#">Encyclopedia of Educational Reform and Dissent</a></li> <li>• Scott, S. &amp; Rainey, E.C. (2018). Striving toward woke English teaching and learning. <i>English Journal</i> 107(6) 95-101.</li> </ul>
<b>Week 3</b> Sept. 16 <sup>th</sup>	<b>Critical Lens &amp; Literacy</b> <ul style="list-style-type: none"> <li>• What does it mean to have a critical lens?</li> <li>• What critical lens best aligns with my current beliefs and practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Freire</li> <li>• Excerpts from Appleman: <ul style="list-style-type: none"> <li>○ Class and privilege</li> <li>○ Gender Theory</li> <li>○ Postcolonialism</li> <li>○ Postmodernism</li> </ul> </li> </ul>
<b>Week 4</b> Sept. 23 <sup>rd</sup>	<b>Culturally Responsive Practices</b> <ul style="list-style-type: none"> <li>• In what ways does white supremacy manifest in the English classroom?</li> <li>• How do we embed CRP beyond text selection?</li> </ul>	<ul style="list-style-type: none"> <li>• Moskal, N.A. (2019). I’m gonna buy all these books!: Reality pedagogy and literature circles. <i>English Journal</i> 109(2) 54-60</li> <li>• Young, V. A. (2009). "Nah, We Straight": An argument against code switching. <i>JAC</i>, 49-76.</li> <li>• Lyiscott, J. (2017). Racial identity and liberation literacies in the classroom. <i>English Journal</i> 106(4)</li> <li>• Baker-Bell chp. 1</li> <li>• Read the first third of your novel.</li> </ul>
<b>What concepts and skills are essential to literacy instruction?</b>		
<b>Week 5</b> Sept. 30 <sup>th</sup>	<b>Starting at the end</b> <ul style="list-style-type: none"> <li>• Why does Understanding By Design (UbD) require us to begin at the end?</li> <li>• What is an essential question?</li> </ul>	<ul style="list-style-type: none"> <li>• Baker-Bell chp. 2</li> <li>• Di Michele Lalor chp. 2</li> <li>• Read the second third of your novel.</li> </ul>
<b>Week 6</b> Oct. 7 <sup>th</sup>	<b>Performance Tasks</b>	<ul style="list-style-type: none"> <li>• Baker-Bell chp. 3</li> <li>• Di Michele Lalor chp. 3</li> </ul>





	<ul style="list-style-type: none"> <li>• What is a summative performance task?</li> <li>• How do I begin to create performance tasks that align with my essential and inquiry question(s)?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due:</b> Bring potential performance task ideas to class.</li> </ul>
<b>Week 7</b> Oct. 14 <sup>th</sup>	<b>Assessments are not dirty</b> <ul style="list-style-type: none"> <li>• What is the difference between summative and formative assessments?</li> <li>• How do we shift away from evaluative assessments?</li> </ul>	<ul style="list-style-type: none"> <li>• Baker-Bell chp. 4</li> <li>• Di Michele Lalor chp. 4-5</li> <li>• Complete your novel.</li> </ul>
<b>Week 8</b> Oct. 21 <sup>st</sup>	<b>Writing in literacy</b> <ul style="list-style-type: none"> <li>• How do we ensure that students have adequate opportunities to develop their authorial voice in the English classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• RadioLab Podcast: <a href="#">Translation</a></li> <li>• <a href="#">How to make students care about writing</a></li> <li>• Elbow Chp. 1 or 4</li> <li>• Due: Draft of unit plan</li> </ul>
<b>Week 9</b> Oct. 28 <sup>th</sup>	<b>Step by step, day by day</b> <ul style="list-style-type: none"> <li>• How do we create a pacing guide that captures daily learning and outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>• Baker-Bell chp. 5</li> <li>• Di Michele Lalor chp. 6</li> <li>• <b>Due:</b> Draft of unit plan (<b>November 1<sup>st</sup></b>)</li> </ul>
<b>Week 10</b> Nov. 4 <sup>th</sup>	<b>Getting Granular</b> <ul style="list-style-type: none"> <li>• What steps are essential to planning an effective lesson?</li> <li>• How do I leverage my work on the unit plan to create an exemplary lesson plan?</li> <li>• What is the Danielson Framework? (Domain 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Baker-Bell chp. 6</li> <li>• Danielson Framework</li> <li>• <b>Due:</b> Final draft of unit plan (<b>November 8<sup>th</sup></b>)</li> </ul>
<b>How do we implement effective and authentic literacy instruction?</b>		
<b>Week 11</b> Nov. 11 <sup>th</sup>	<b>Delivery of micro-lessons</b> <ul style="list-style-type: none"> <li>• How do I provide my peers with effective feedback on their practice?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due:</b> First draft of lesson plan on GSE template (<b>November 11<sup>th</sup></b>)</li> </ul>
<b>Week 12</b> Nov. 18 <sup>th</sup>	<b>Delivery of micro-lessons</b> <ul style="list-style-type: none"> <li>• How do I provide my peers with effective feedback on their practice?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due:</b> Micro-teaching lesson</li> <li>• <b>Due:</b> Micro-teaching reflection on Canvas</li> <li>• <b>Due:</b> Micro-teaching reflection on Canvas (<b>Final on Nov. 23<sup>rd</sup></b>)</li> </ul>
<b>Week 13</b> Nov. 25 <sup>th</sup>	<b>Thanksgiving Recess NO CLASS</b>	
<b>Week 14</b> Dec. 2 <sup>nd</sup>	<b>Penultimate</b> <ul style="list-style-type: none"> <li>• What supports might I need in order to be an effective literacy teacher?</li> <li>• How might I continue to develop my understanding of literacy?</li> </ul>	<b>TBD</b>
<b>Week 15</b> Dec. 9 <sup>th</sup>	<b>The End</b> <ul style="list-style-type: none"> <li>• How do we ensure our future success as educators?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due:</b> Clinical Experience Lesson Plan and Video</li> <li>• Office Hours</li> </ul>



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