|  |
| --- |
| **MALT 604 Single-Subject Literacy Methods I: Literacies for Diverse Learners**  |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:**  |
| **Location:**  |  | **Time: 5:30-9:30** |
|  |  |  |

|  |  |
| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** |

**CATALOG COURSE DESCRIPTION** (please include)

Critical studies of language development, assessment, curriculum development, and literacy research. Particular attention to strategies for the needs of Emergent Bilinguals and students with (dis)abilities.

Equivalent to EDUG 404/EDUC 504

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course.**

**Fieldwork experiences may include one or more of the following activities:**

* Micro-teaching in a classroom, an after-school program, or a resource center.
* Case-study (see syllabus for details).
* Community-Inquiry Project (This could be a version of the case-study where students pose inquiry into a community and its assets.)

**The fieldwork log will be turned in to the Office of Fieldwork and Advising.**

**COURSE DESCRIPTION**

Explores background related to English Language Learners’ demographics and language development issues in relation to political processes.  Emphasizes research-based, theoretical and pragmatic approaches with students with diverse language backgrounds.  Candidates complete in-depth work on case study and web-based resources in developing an appreciation for the complexities of school-based learning for a range of at-risk learners.  Classroom-based activities that promote intellectual work and academic literacy are explored. Practices leading to successful academic reading and writing are presented. Contexts are explored through which academic success is ensured for English Language Learners, special needs students, and others who require attentive care and attention.

**REQUIRED TEXTS & READINGS**

Gibbons, P. (2009). *English learners, academic literacy, and thinking: Learning in the challenge zone*.  Portsmouth, NH: Heinemann.

**REQUIRED READINGS FOR COURSE – To Be Read on Alternate Weeks, Time Allowing**

Artiles, A.; Bal, A.; Thorius, K. (2010). [Back to the Future: A Critique of Response to Intervention's Social Justice Views.](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx95uXxjL6qrUmvpbBIr62eSbCwsU%2b4qbE4zsOkjPDX7Ivf2fKB7eTnfLujr023rbVLt6eyTqTi34bls%2bOGpNrgVePe5j7y1%2bVVv8Skeeyzs0yxqLdOta2kfu3o63nys%2b585NzzhOrq45Dy&vid=4&sid=ec5d7e43-6ba8-4be1-8079-d1612419cd6d@sessionmgr102&hid=123) *49* (4), 250-257. DOI: 10.1080/00405841.2010.510447.

Barton, A. & Upadhyay, B. (2010). [Teaching and Learning Science for Social Justice: Introduction to the Special Issue.](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx95uXxjL6qrUmvpbBIr62eSriqrlKvrp5oy5zyit%2fk8Xnh6ueH7N%2fiVbeos0y2qa5Pspzqeezdu33snOJ6u9vmgKTq33%2b7t8w%2b3%2bS7TLWvsE62qK4%2b5OXwhd%2fqu4ji3OSN6uLyffbq&vid=12&sid=339114d6-09af-4ab7-ba4f-594264721acc@sessionmgr104&hid=123) *Equity & Excellence in Education,* 43 *(1), 1-5.* DOI: 10.1080/10665680903484917.

Capper, C. & Young, M. (2014). [Ironies and Limitations of Educational Leadership for Social Justice: A Call to Social Justice Educators.](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx94uvhefLf7Ya%2bqq1Jr6WwSK%2btnky4pq9SrqyeaMuc8orf5PF54ernh%2bzf4lW3qLZOtqqxSrec6nns3bt97Jziervb5oCk6t9%2fu7fMPt%2fku1GzqrFJs6azPuTl8IXf6ruI4tzkjeri8n326gAA&vid=6&sid=f839a7df-3fe7-40d4-87b8-798e6758785b@sessionmgr102&hid=123) *Theory Into Practice, 53* (2), 158-164. DOI: 10.1080/00405841.2014.885814.

Comber, B. (2015). Critical literacy and social justice. *Journal of Adolescent & Adult Literacy*. *58* (5), 362-367. DOI: 10.1002/jaal.370.

Diab, R.; Ferrel, T.; Godbee, B.; Simpkins, N. (2013). [Making Commitments to Racial JusticeActionable.](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx95uXxjL6qrUmvpbBIr62eS7iot1KwqZ5oy5zyit%2fk8Xnh6ueH7N%2fiVaunr0yxp7dJt6yyPurX7H%2b72%2bw%2b4ti7febepIzf3btZzJzfhruvs1GwprJLrpzkh%2fDj34y73vKF6tzzhOrq45Dy&vid=10&sid=3722929b-a80a-4d00-8c29-13f84fc5ba38@sessionmgr102&hid=123) *Across the Disciplines, 10* (3).

Klinger, J.; Boardroom, A.; Epolito, A. ; Schonewise, E. (2012). Supporting Adolescent English Language Learners' Reading in the Content Areas. Learning Disabilities: A Contemporary Journal, 10 (1) 35-64.

McGinnis, J. (2013). [Teaching Science to Learners With Special Needs.](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx94uvhefLf7Ya%2bqq1Jr6WwSK%2btnku4qK9Ssa%2beaMuc8orf5PF54ernh%2bzf4lWrp7dRs6m1ULOttT7q1%2bx%2fu9vsPuLYu33m3qSM3927Wcyc34a7rrJRr6%2bxTK6c5Ifw49%2bMu%2bbifuTr6oTy2%2faM&vid=3&sid=89dc3f7f-20dc-4377-9a77-e05aad52e8b0@sessionmgr104&hid=123) *Theory into Practice. 52* (1) 43-50. DOI: 10.1080/07351690.2013.743776.

Proctor, S. (2016). [Introduction to the Special Issue: Encouraging Racial and Social Justice Throughout the Pre-K to Graduate School Pipeline.](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx95uXxjL6qrUmvpbBIr62eSriqrlKvrp5oy5zyit%2fk8Xnh6ueH7N%2fiVbeos0y2qa5Pspzqeezdu33snOJ6u9vmgKTq33%2b7t8w%2b3%2bS7SbCnrky1rbRLpNztiuvX8lXu2uR%2b8%2bLqjOPu8gAA&vid=12&sid=339114d6-09af-4ab7-ba4f-594264721acc@sessionmgr104&hid=123) *School Psychology Forum,*10 *(3), 233-236.*

Rodriguez, J. & Cadiero-Kaplan, K. (2008). [Bilingualism & Biliteracy: Issues of Equity, Access, & Social Justice for English Language Learners: Introduction to This Special Issue](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx95uXxjL6qrUmvpbBIr62eSriqrlKvrp5oy5zyit%2fk8Xnh6ueH7N%2fiVaust02xrLBOsaikhN%2fk5VXj5KR84LPjgOac8nnls79mpNfsVbGpsUqzqK5IpNztiuvX8lXu2uR%2b8%2bLqjOPu8gAA&vid=2&sid=28690c62-6960-412b-975f-06f1d5e97b3b@sessionmgr104&hid=123). *Equity & Excellence in Education, 41* (3), 275-278.

Taboda, A. (2009). [English Language Learners, Vocabulary, and reading comprehension: What we know and what we need to know.](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx95uXxjL6qrUmvpbBIr62eTrinrlKzpp5oy5zyit%2fk8Xnh6ueH7N%2fiVauptEq1rq9Qr66khN%2fk5VXj5KR84LPjgOac8nnls79mpNfsVbKtrlG0qrNMpNztiuvX8lXu2uR%2b8%2bLqjOPu8gAA&vid=2&sid=4adcb395-e00c-40ca-8573-5daaf1458712@sessionmgr102&hid=123) College Reading Association Yearbook, 30, p. 307- 322.

Theoharis, G. O’Toole, J. (2011). [Leading Inclusive ELL: Social Justice Leadership for English Language Learners](http://0-web.b.ebscohost.com.books.redlands.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsKq3T7ek63nn5Kx95uXxjL6qrUmvpbBIr62eSbCwsU%2b4qbE4zsOkjPDX7Ivf2fKB7eTnfLujr023rbVLt6eyTqTi34bls%2bOGpNrgVePe5j7y1%2bVVv8SkeeyztE2vq69RtK%2bkfu3o63nys%2bSN6uLyffbq&vid=4&sid=ec5d7e43-6ba8-4be1-8079-d1612419cd6d@sessionmgr102&hid=123). *Educational Administration Quarterly*, *47* (4), 646-688. DOI: 10.1177/0013161X11401616.

Stephen Krashen’s web-site: <http://www.sdkrashen.com/>

Pope, C., & Golub, J. (2000). Preparing tomorrow's English language arts teachers today: Principles and practices for infusing technology. *Contemporary Issues in Technology and Teacher Education:* [*http://www.citejournal.org/vol1/iss1/currentissues/english/article1.htm*](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=http%3a%2f%2fwww.citejournal.org%2fvol1%2fiss1%2fcurrentissues%2fenglish%2farticle1.htm)

English Language Development Standards: [http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=http%3a%2f%2fwww.cde.ca.gov%2fbe%2fst%2fss%2fdocuments%2fenglangdevstnd.pdf)

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course and all other Professional Teacher Preparation courses.  **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time.  Access is located at [http://moodle.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fmoodle.redlands.edu).  The site will have links to the course syllabus, assignments, resources, and other communication tools.  There is no charge for the use of Moodle.  **TaskStream**, a web-based lesson, unit, and instructional resource, **is required**.  TaskStream can be purchased on-line at [http://www.TaskStream.com](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fwww.taskstream.com%252f) for an individual full year subscription.  Be sure to indicate you are a student and click on the University of Redlands. The student rate will be charged and you will be connected to our learning community. Microsoft Office will be helpful if you have it accessible. All software is available in the School of Education for use.  Internet access will be required for classes ([http://moodle.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fmoodle.redlands.edu)).  All courses build on prior coursework and technology skills. Technology skills also should be used as often as is appropriate to enhance learning and teaching competence. When all PTPP coursework is completed successfully, candidates will have met the Level I technology requirements.  Additionally, **The Armacost Library** site at [http://www.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fwww.redlands.edu) /library has links to many other on-line resources under Internet Education Resources.

**COURSE OBJECTIVES**

To meet course objectives, students will:

1. Analyze and evaluate developmentally appropriate assessments, instructional supports of English language development of adolescents that builds on existing language and literacy knowledge (TPE 5).
2. Demonstrate familiarity with language acquisition theories, pedagogical theories, strategies and practice for instruction of English learners. Cite, and describe relationships among factors that affect first and second language acquisition (TPE 1.
3. Analyze and evaluate developmentally appropriate content area instruction and assessment for English-language learners that is aligned with content standards embedding technology appropriately (TPE's 1, 3, 5, 4).
4. Explore ways to integrate literature into content area learning experiences (including goals, learning about students, strategies, assessment, etc.) that address the linguistic and cultural backgrounds, experiences, interests, and developmental learning needs of the students (TPE's 1, 2 & 3).
5. Analyze and evaluate strategies for using the writing process to meet student academic and/or developmental learning needs. Analyze and evaluate strategies for using the reading-writing connection to meet student academic and/or developmental learning needs (TPE's 1, 2, 3 & 4).
6. Write an appropriate, relevant, accurate and detailed case study on the classroom learning experiences of a middle school or high school English learner (TPE 5).

**ASSIGNMENTS AND ASSESSMENTS**

Details for each of the five course-completion assignments/activities are presented below and on subsequent pages:

1. **Case Study – 25 points:** Students will conduct an in-depth exploration of the classroom context(s) and research-based instructional strategies used to teach at risk learners by documenting an individual’s reading, writing, small group engagements, and discussions of one particular secondary student in a subject area. The final project should be 10-12 pages in length. The sources of the information presented in this project should come from fieldwork, classroom observations, an interview with one of the student’s teachers, an interview with the student, Gibbons’ book, and any additional relevant texts or material used throughout the course (TPE’s 1.1; 1.8; TPE 5.1 through 5.8).
2. **Textbook Readings and Written Responses**: **25 points**. (TPE’s 1.1 through 1.8; TPE 2.1; 2.2; 2.3; 2.4; 2.5; TPE 3)
3. **Website Reviews – 25 points**: Students will complete various activities related to (a) conscientious review of web-sites, (b) Threaded Discussion commentary as per rubric guidelines, and (c) Responses to Colleagues’ Threaded Comments as per rubric elements.  (TPE 1.4; 1.6; and 1.7)
4. **Mini-teaching implementations** – **25 points**: Candidates will facilitate teaching scenarios that will present and apply vocabulary and comprehension strategies. (TPE 4.1 through 4.8)

**GRADING SYSTEM/SCALE**

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.**  1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation.

**COURSE POLICIES**

This course has been designed to support candidates’ success in meeting Teacher Performance Evaluations at the highest possible rating.  The process of successfully completing a case study will entail the candidates’ critical reflection about (a) teaching philosophy, (b) various dimensions of literacy education, (c) pedagogical skills, and an (d) articulation of disposition(s) toward diverse identities.  Students can revise work that meets established deadlines and a minimal standard of outlined criteria.

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

**ACCOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**ADDITIONAL COURSE RESOURCES**

N/A

**COURSE CALENDAR (Subject to Change)**

| **Dates** | **Assigned Elements & Details** |
| --- | --- |
| Class One | * Introduction to course, major assigned elements, and Moodle.
 |
| Class Two | * Read chapter 1 of Gibbons for class two: Academic Literacy and Thinking.
* In-class reading and writing workshop used to identify most salient elements from core texts; preparing notes and pre-writing data gathering in preparation for a 3 to 4 page synthesis on readings (due for class four)
* Exploration of the following site to identify core active reading (i.e. comprehension), vocabulary and discussion strategies to be applied to articles outlined in this calendar and cited on pp. 3 & 4 of this syllabus: <http://www.readingeducator.com/strategies/>
 |
| Class Three | * Read Chapter two of Gibbons for class three: Intellectual work in practice/from the classroom.
* Have read Barton, A. & Upadhyay, B. (2010) from “other resources” and annotate the article in accordance with guidelines presented in class.
* Exploration of the following website: <http://www.supportrealteachers.org/strategies-for-english-language-learners.html>
* In-class reading and writing workshop used to identify most salient elements from core texts; preparing notes and pre-writing data gathering in preparation for a 3 to 4 page synthesis on readings (due for class four);
* ***Modeled Microteaching***: application of specific vocabulary and comprehension strategies in connection with today’s article focus.
* **NOTE**: ***This methods course consistently models literacy and critical thinking strategies that will be applied to the resource readings (i.e. the peer-reviewed journal articles that are outlined in course readings)***
 |
| Class Three | * Read Chapter three of Gibbons for Class four: Literacy and the curriculum.
* In-class reading and writing workshop used to identify most salient elements from core texts; preparing notes and pre-writing data gathering in preparation for a 3 to 4 page synthesis on readings (due for class four)
* ***Microteaching***: application of specific vocabulary and comprehension strategies in connection with today’s article focus.
 |
| Class Four | * Read Chapter four of Gibbons for Class five: academic literacy.
* Read McGinnis, J. (2013) and annotate the article in accordance with guidelines presented in class.
* Exploration of the following website:
* <http://larryferlazzo.edublogs.org/2016/12/03/the-best-resources-on-supporting-long-term-english-language-learners/>
* In-class workshop focused on peer feedback related to 3 to 4 page synthesis on all readings to date.
* ***Microteaching***: application of specific vocabulary and comprehension strategies in connection with today’s article focus.
 |
| Class Five | * Read Chapter five of Gibbons for class six: academic reading.
* Read Taboda, 2009 and annotate the article in accordance with guidelines presented in class.
* Exploration of the following web-site:
* <https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>
* ***Microteaching***: application of specific vocabulary and comprehension strategies in connection with today’s article focus.
 |
| Class Six | * Read Chapter six of Gibbons for class seven: Scaffolding EL learners to be Successful Writers;
* Read Artiles, A.; Bal, A.; Thorius, K. (2010) and annotate the article in accordance with guidelines presented in class.
* Exploration of the following web-site:
* <http://www.ala.org/aasl/standards/best/websites/2016>
* ***Microteaching***: application of specific vocabulary and comprehension strategies in connection with today’s article focus.
 |
| Class Seven | * Read chapter seven of Gibbons for class eight: Planning talk for learning and literacy;
* Read Capper, C. & Young, M. (2014) and annotate the article in accordance with guidelines presented in class.
* In-class workshop focused on peer feedback related to 3 to 4 page synthesis on most recent readings.
* Beginning work on synthesizing core findings from Case Study assignment: writing workshop;
* ***Microteaching***: application of specific vocabulary and comprehension strategies in connection with today’s article focus.
 |
| Class Eight | * Read chapter eight of Gibbons for class nine: High Challenge, High Support Classroom;
* Read Capper, C. & Young, M. (2014) and annotate the article in accordance with guidelines presented in class.
* ***Microteaching***: application of specific vocabulary and comprehension strategies in connection with today’s article focus.
* Continued work on Case Study
 |
| Class Nine | * Writing workshop related to Case Study
 |
| Class Ten | * Read Rodriguez, J. & Cadiero-Kaplan, K. (2008) and annotate the article in accordance with guidelines presented in class.
* Exploration of the following website: <http://www.colorincolorado.org/sites/default/files/ELL_AdvocacyGuide2015.pdf>
* Writing workshop related to Case Study
* Writing workshop focused on candidate synthesis of last few week’s worth of reading. This writing will be based on the readings we have explored over the past few weeks. Candidates will be engaged in creating the framework for an 8 to 10 page written text that coherently synthesizes core elements of the readings. This will be peer-reviewed over the ensuing weeks. Revision strategies will be introduced.
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| Class Eleven | * Read Comber, B. (2015) and annotate the article in accordance with guidelines presented in class.
* Exploration of the following website: <https://www.commonsense.org/education/top-picks/social-networks-for-students-and-teachers>
* Writing workshop related to Case Study
* Mini-presentations related to Case Study
 |
| Class Twelve | * Writing workshop related to Case Study
* Mini-presentations related to Case Study
 |
| Class Thirteen | * Writing workshop related to Case Study
* Mini-presentations related to Case Study
 |
| Class Fourteen | All final work due: Case Study, Reading Response syntheses |