This course provides an introduction to the literacy development of adolescents with particular attention to the demands of discipline-specific reading and writing.

**Course Objectives**

Disciplinary literacy is an emerging area of research and pedagogy. However, it is a critical area because students’ learning in and out of schools is mediated by certain discipline-specific texts and discourses. Students often are asked to complete literacy tasks such as reading, writing, and discussion in content area classrooms. They access and understand multiple sources in diverse media and (re)construct their texts as a building of new knowledge and perspectives. Disciplinary literacy is particularly demanding for both teachers and students with the advent of the Common Core State Standards. The Common Core underscores the importance of incorporating disciplinary literacy in the practices of teaching and learning across diverse school subjects, including English language arts, social studies and history, science, and mathematics (http://www.corestandards.org/). Note that Pennsylvania is one of the states adopting the Common Core as its state core standards (https://www.pdesas.org/Standard/PACore).

Professional communities also are committed to students’ development of disciplinary literacy as important learning goals, responding to the related issues and challenges. For example, International Literacy Association’s Committee on the Professional Standards foregrounds the claim that middle and high school teachers “must teach the content of the discipline and have responsibility for helping students engage in and learn not only the content but also the reading and writing demands of the discipline” (http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx).

The purpose of this course is to provide the opportunity for pre-service teachers to access and build foundational knowledge on disciplinary literacy. In this class, you will demonstrate your understanding of this requirement through a variety of class activities and assignments. Students will be able to:
• Understand the importance of disciplinary literacy in K-12 school settings
• Acquire fundamental theories, concepts, and language to address critical issues in disciplinary literacy
• Analyze and create disciplinary literacy activities and materials for K-12 learners
• Discuss the problem of disciplinary literacy with new perspectives and knowledge

**Required Texts**

No textbook is required. However, students must complete assigned readings and activities promptly. Critical and analytical habits of mind are necessary for successful completion of course readings and preparation for class interactions. All articles and materials are available on Blackboard. Following are assigned articles:


**Course Requirements & Evaluation**

Complete six 1-week learning modules promptly. Each module touches upon specific topics and problems related to disciplinary literacy. The module guides students to read articles and materials, participate in individual and interactive activities, and reflect on their practice. Below are the learning modules on the course Blackboard:

- Module 1. Basic Concepts in Disciplinary Literacy (June 26-30)
- Module 2. Historical Thinking with Multiple Sources (July 3-7)
- Module 3. Literary Analysis and Critical Literacy (July 10-14)
- Module 4. Scientific Literacy and Citizenship (July 17-21)
- Module 5. Connecting Disciplinary Literacy and Digital Literacy (July 24-28)
- Module 6. Final Exam & Course Reflection (July 31-August 4)

You will earn 15% of course credit upon completion of each module *within the designated weekly timeframe*. Module 6 worth 25% of total as the final examination: Exam guidelines will be provided on Blackboard. Earned grades will be posted online weekly. No incompletion is allowed.

A+ above 95%  A  between 90-94%
B+ between 85-89%  B  between 80-84%
C+ between 75-79%  C  between 70-74%
Fail below 70%