**IL 2218**

**Literacy Practicum with Adolescents**

**Summer 2020**

**June 22-August 1, 2020**

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**Course Description**

In keeping with University of Pittsburgh guidelines, all summer courses in 2020 are to take place online. As a result, although IL 2218 was designed as a practicum experience with adolescent students, that is currently not possible. Instead, you will engage in learning about and enacting practices designed to inform and support your future work with adolescent students.

This course is framed by a focus on adolescent literacy and addresses these questions:

* What is adolescent literacy and what are important issues related to adolescent literacy?
* What frameworks and instructional practices can support adolescent literacy development, particularly their development related to deep comprehension?

By completing the course assignments, you will:

* Develop a representation of adolescent literacy
* Build specialized knowledge about deep comprehension and how to support students in developing their ability to engage in deep comprehension
* Create opportunities in the form of assignments and assessments to support adolescent students’ literacy development

**Course Assignments**

To be ready for an important assignment in this course, you need to purchase a graphic novel that is suitable for middle school or high school students and that lends itself to multicultural and multidisciplinary engagement. To inform your choice of a graphic novel, follow the steps below.

* Read the article by Yang (2008)
* Explore the link below from the American Library Association.

<http://www.ala.org/yalsa/great-graphic-novels#top10>

* Read the article by Lupo and her colleagues (2017)
* Read the rubric for the graphic novel lesson sequence
* Send me an e-mail explaining what graphic novel you chose and why you chose it.
* Once I respond, then you should order the book so that it arrives before class begins on June 22.
* Begin collecting multiple resources related to the graphic novel that you chose including informational texts, multimedia texts (photographs/videos), poetry

**Course Assignments (continued)**

|  |  |
| --- | --- |
| **Assignment** | **Possible points** |
| Online Discovery Memos about readings | **10 points per memo**  **/30** |
| Online posts | **5 points per post**  **/15** |
| Mini-lessons:   * prefixes or suffixes * word roots | **10 points per lesson**  **/20** |
| Graphic novel lesson sequence | **/40** |
| Total | **/120** |

**Discovery Memos (10 points each)**

You will compose three Discovery Memos as noted on the Course Schedule.

Each memo should be 1-2 pages double-spaced and should include the following:

* **Heading:** 
  + your name/date
  + article or chapter reference as listed in the syllabus
* **Summary** 
  + 2-3 paragraph summary of important ideas in the reading
* **Connections/Questions** 
  + 1-2 connections between important ideas in the reading and your experiences or other readings
  + 1-2 questions that the reading raises in your mind and that you want another student to respond to in an online post

**Discovery Memo Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets expectations**  **(10 points)** | **Approaching**  **(7 points)** | **Needs improvement**  **(0 points)** |
| **Summary** | Summarizes important ideas clearly with sufficient detail and explanation | Summarizes most important ideas but may not provide sufficient detail or explanation | Does not summarize important ideas or provide sufficient detail or explanation |
| **Connections** | Connections are thoughtful and substantive | Connections are somewhat thoughtful and substantive but may lack sufficient explanation or detail | Connections are superficial |
| **Questions** | Questions are engaging and offer opportunities for substantive conversation | Questions are somewhat engaging but may not invite substantive conversation | Questions are not engaging and do not invite substantive conversation |

**Online Posts (5 points each)**

You will compose three online posts as noted on the Course Schedule.

Each post should address another student’s summary, connections, and questions.

* Select a Discovery Memo by another student to read carefully.
* Provide a comment on the ideas the student provided in the summary as well as the connections the student identified.
* Respond to the questions posed by the student.

**Online Post Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets expectations**  **(5 points)** | **Approaching**  **(3 points)** | **Needs improvement**  **(0 points)** |
| **Comments on summary** | Comments are thoughtful and substantive and address important ideas | Comments address some important ideas in thoughtful and substantive way | Comments do not address important ideas |
| **Comments on connections** | Comments are thoughtful and substantive | Comments are somewhat thoughtful and substantive but | Comments are superficial |
| **Responses to questions** | Responses to questions are thoughtful and substantive and conversational in tone | Responses to questions are conversational in tone but are only somewhat thoughtful and substantive | Responses to questions are not relevant or substantive |

**Mini-lessons: (a) prefixes or suffixes and (b) word roots**

**(10 points for each mini-lesson)**

Create a mini-lesson using the following format:

* Your name/date
* Learning goal in the form of a question such as:
  + What are prefixes that change the meaning of a word to its opposite?
  + How do suffixes change a verb into a noun?
  + How can knowing the meaning of word roots *port* and *rupt* help readers understand the meanings of words that include those roots?

NOTE: Use more than one prefix/suffix/word root for each mini-lesson.

* Launch
* Activity
  + NOTE: This is a mini-lesson so the activity and assessment should not take more than 15 minutes.
* Assessment/Exit

**Mini-Lesson Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets expectations**  **(10 points)** | **Approaching**  **(7 points)** | **Needs improvement**  **(0 points)** |
| **Learning goal** | * In the form of a clearly worded question * Addresses more than morpheme | * In the form of a question but may not be clearly worded * Addresses more than one morpheme | * Not in the form of a question * Does not address more than one morpheme |
| **Launch** | Clearly informs students of mini-lesson purpose | Informs students of mini-lesson purpose in a somewhat clear manner | Does not inform students of mini-lesson purpose |
| **Activity** | Engages students in motivating and interesting activity to support learning about morphemes | Engages students in activity to support learning about morphemes | Does not engage students in meaningful learning related to morphemes |
| **Assessment/Exit** | Provides assessment and closure to mini-lesson | Provides assessment for mini-lesson but may not provide closure | Does not provide assessment or closure to mini-lesson |

**Graphic Novel Lesson Sequence (40 points)**

Create a graphic novel lesson sequence using the following format:

* Your name/date
* Title of graphic novel/author/illustrator/copyright date
* Summary of novel content
* Rationale for your choosing the novel
  + If possible, connect your rationale to the course readings by Catterson & Pearson (2017), Moje, Giroux, & Muehling (2017) Smolen, Oswald, & Jenkins (2011), Tatum (2019), Yang (2008)
* Multimedia resources related to the novel and description of each with Internet links if possible
* Learning goals for the unit in the form of questions such as the following:
  + What does it feel like to be misunderstood by your classmates?
  + What is a stereotype?
  + What are important beliefs in the Tibetan culture about compassion?
* Use the format for quad sets shown in Figure 6 on page 437 in the article by Lupo and her colleagues (2017) to show the sequence in which you would have students interact with the resources. You may have more boxes than the number shown in Figure 6.
* Select one lesson from the lesson sequence and provide a lesson plan.
  + If you have students watch a video, for example, how will you set that up? What questions will ask students to think about while they are viewing and talk about after viewing?
  + If you have students read a section of the novel or an informational text, for example, what will you ask them to do before/during/after reading?
* Describe the final project for the lesson sequence. What will you ask students to do?

Explain your thinking about how the final project relates to the learning goals.

**Rubric for Graphic Novel Lesson Sequence**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets expectations**  **(40 points)** | **Approaching**  **(30 points)** | **Needs improvement**  **(0 points)** |
| **Summary** | Provides comprehensive summary of important novel content | Provides summary of most important novel content | Does not provide summary of important novel content |
| **Rationale** | Thoroughly explains reason for choice of novel and connects to one or more course readings | Explains reason for choice of novel and connects to at least one course reading | Does not adequately explain choice of novel and does not connect to any course readings |
| **Learning goals** | Clearly relate to important themes and topics in the novel | Relate to important themes and topics in the novel but wording may not be precise and clear | Do not clearly relate to important themes and topics in the novel |

**Rubric for Graphic Novel Lesson Sequence**

**(continued)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets expectations**  **(40 points)** | **Approaching**  **(30 points)** | **Needs improvement**  **(0 points)** |
| **Multimedia resources** | * Have potential to enhance student understanding of novel themes and topics, and are motivating and accessible to students * Descriptions are clear and provide enough information to evaluate the resource | * Have potential to enhance student understanding of novel themes and topics but may not be as motivating or accessible as they could be * Descriptions are clear and provide enough information to evaluate the resource | * Do not have obvious connections to novel themes and topics and are not motivating or accessible to students * Descriptions are not clear or do not provide enough information to evaluate the resource |
| **Lesson sequence** | Sequence is logical and makes sense for supporting student understanding | Sequence is mostly logical and makes sense for supporting student understanding | Sequence does not make sense and would not support students in building understanding |
| **Final project and explanation** | Project relates to learning goals and provides meaningful context for students to demonstrate their understanding of novel themes and topics | Project relates to only one learning goal and provides context for students to demonstrate their understanding of only one novel theme or topic | Project does not directly relate to learning goals or provide meaningful context for students to demonstrate their understanding of novel themes and topics |

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **What is adolescent literacy and what are important issues related to adolescent literacy research and practice?** | | |
| **Date** | **Readings** | **Assignments** |
| June 22-June 27 | * Moje, Giroux, & Muehling (2017) * Catterson & Pearson (2017) | * Select one of the readings listed for this week and submit a Discovery Memo (due June 25) * Respond to another student’s memo in an online post (due June 27) * Read graphic novel and continue collecting related resources |
| **What is deep comprehension and how can teachers support students in achieving it?**  Deep reading comprehension refers to the process of (a) acquiring information from text, (b) integrating that information with prior knowledge, (c) analyzing and critiquing text information and the sources of that information, and (d) synthesizing information across multiple texts.  Recent research by LaRusso and her colleagues (2016) has suggested that key variables related to achieving deep comprehension are students’ abilities related to (a) academic language, (b) perspective taking, and (c) complex reasoning. You will explore each of these three areas beginning with **academic language.** | | |
| June 28-July 11 | * Kucan (under review) * Bhattacharya (2020) | * Submit a Discovery Memo about the Kucan chapter (due July 1) * Respond to another student’s memo in an online post (due July 8) * Use the information in the Kucan chapter and the Bahattacharya article to create two mini-lessons: one focusing on prefixes or suffixes, and one focusing on word roots (due July 11) * Read graphic novel and continue collecting related resources |

**Course Schedule**

**(continued)**

|  |  |  |
| --- | --- | --- |
| **Perspective Taking and Complex Reasoning**  One way to encourage students to engage with multiple perspectives is to provide opportunities for them to interact with multicultural literature.  One way to encourage students to engage in complex reasoning is to provide opportunities for them to interact with multiple texts related to a topic or theme. | | |
| **Date** | **Readings** | **Assignments** |
| July 12-July 18 | * Tatum (2019) * Smolen, Oswald, & Jenkins (2011) | * Submit a Discovery Memo about the Tatum article (due July 15) * Respond to another student’s memo in an online post (due July 18) * Read the Smolen, Oswald, and Jenkins chapter as background for your graphic novel lesson sequence. * Read graphic novel and continue collecting related resources |
| July 19-August 1 | * Lupo, Strong, Lewis, Walpole, & McKenna (2017) | * Create graphic novel lesson sequence (due August 1) |

**Required Course Readings**

**The graphic novel that you selected and the resources related to that novel.**

Bhattacharya, A. (2020). Syllabic versus morphemic analyses: Teaching multisyllabic word

reading to older struggling readers. *Journal of Adolescent and Adult Literacy, 63*(5), 491-497.

Catterson, A. K., & Pearson, P. D. (2017). A close reading of close reading: What does the

research tell us about how to promote the thoughtful interrogation of text? In K. A. Hinchman & D. A. Appleman (Eds.) *Adolescent literacies: A handbook of practice-based research* (pp. 457-475). New York: Guilford Press.

Kucan, L. (under review). Academic language development for adolescents: Multiple

contexts/multiple opportunities. In K. A. Hinchman & H. K. Sheridan-Thomas (Eds.), *Best practices in adolescent literacy instruction* (3rd ed.) New York: Guilford Press.

Lupo, S. M., Strong, J. S., Lewis, W., Walpole, S., & McKenna, M. C. (2017). Building

background knowledge through reading: Rethinking text sets. *Journal of Adolescent and Adult Literacy, 61*(4), 433-444.

Moje,E. B., Giroux, C., & Muehling, N. (2017). Navigating cultures and identities to learn

literacies for life: Rethinking adolescent literacy teaching in a post-core world. In K. A. Hinchman & D. A. Appleman (Eds.) *Adolescent literacies: A handbook of practice-based research* (pp. 3-20). New York: Guilford Press.

Tatum, A. A. (2019). The fumbles and foibles of the race toward equity: Selecting texts with

greater aims. *Journal of Adolescent and Adult Literacy, 63*4), 473-478,

Smolen, L. A., Oswald, R. A., & Jenkins, S. (2011). Integrating multicultural literature into the

curriculum. In L. A. Smolen, & R. A. Oswald (Eds.), *Multicultural literature and response: Affirming diverse voices* (pp. 17-57). Santa Barbara, CA: ABC-CLIO, LLC.

Yang, G. (2008). Graphic novels in the classroom. *Language Arts, 85*(3), 185-192.

**Recommended Readings**

LaRusso, M., Kim, H. Y, Selman, R., Uccelli, P., Dawson, T., Jones, S., Donovan, S., &

Snow, C. (2016). Contributions of academic language, perspective taking, and complex reasoning to deep reading comprehension. *Journal of Research on Educational Effectiveness, 9*(2), 201-222.

Lupo, S. M., Tortorelli, L., Invernizzi, M., Ryoo, J. H., & Strong, J. Z. (2019). An exploration of

text difficulty and knowledge support on adolescents’ comprehension. *Reading Research Quarterly, 54*(4), 457-479.

**Course Policies**

**Preparedness and Professionalism**

You are expected to read all assigned readings and participate in discussions or activities for which the readings serve as a springboard. You will be expected to integrate aspects of readings into your assignments.

Remember, this is a professional course as well as an academic course. As part of course participation, you should be demonstrating that you are learning and applying professional standards generally expected of educators in matters of timeliness and professional courtesy. Professionalism includes assuming the best intention of others and articulating critical feedback in a way that is constructive and kind.

**Grading**

Grades will be assigned on the basis of both process and product. The grading scale is:

A+ = 100 points A = 94-99 points A- = 90-93 points

B+ = 88-89 points B = 84-87 points B- = 80-83 points

C+ = 78-79 points C = 74-77 points C- = 70-73 points

Below 70 = failure

**Late Assignment Policy**

The nature and pace of this course requires that you do not fall behind in assignments. If an extension is needed for an assignment, this must be arranged before the due date and will be granted for only the most extenuating of circumstances. Otherwise, late work will not be accepted.

**Academic Integrity**

Academic integrity is a key component of professionalism. All students are expected to adhere to standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty will be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity at <http://provost.pitt.edu/faculty-resources/academic-integrity-freedom/academic-integrity-guidelines>.

**Grievance Policy**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University’s Academic Integrity Guidelines at:

<http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>

**Diversity and Inclusion Statement**

I welcome students of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

**Accommodations**

**For Disability**

If you require special accommodations or classroom modifications, then please notify both me and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located in 140 William Pitt Union (412-648-7890 [voice or TDD]), and their website is at: <http://www.drs.pitt.edu>. If you have a physical, learning, or emotional disability, please let me know as early as you can so that I can accommodate you.

**For Religious Observances**

If a due date conflicts with your religious holidays, please notify me of which dates will pose a conflict no later than the second week of class so we can make alternative arrangements.

**For Other Special Circumstances**

If there are extenuating circumstances that impact your success, please contact me as soon as possible to schedule an appointment so that we can discuss them.