THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION
LLED 361 SECTION 921 and 928
SUMMER SESSION 2019 TERM 1

LITERACY PRACTICES AND ASSESSMENT: SECONDARY

Instructor: Dr. Joanne Robertson   E-mail: joanne.robertson@ubc.ca
Room: PCOH 1002   Instructor's Office: PCOH 3027
Time: MW 9-12 / F 9:30-12   or   MW 1-4 / F 1-3:30   Office Hours: MWF 12-1 and by appointment

COURSE DESCRIPTION
This course builds on the linguistic knowledge teacher candidates take up in *LLED 360 Classroom Discourses* and apply during their long practicum and community field experience. *LLED 361 Literacy Practices and Assessment* develops professional capacities of secondary teachers to deliver complex subject matter through understanding the central role that literacy plays in academic achievement, and how the application of multiple literacies and hybrid genres of expression in their subject area classrooms will enhance pedagogical effectiveness of lessons and increase the ability to reach and support all learners. This course creatively and critically explores the role of specialized and abstract language use in secondary teaching across the curriculum, the involvement of media and digital technology in contemporary literacy practices, and the expert literacies which each person has as a resource to draw upon for creating truly effective educational experiences. This course also identifies and develops strategic assessment and feedback strategies that support diverse student populations, diverse learning styles, at diverse stages in the development of adolescent learners in secondary classrooms and beyond.   ***The course is required for all B.Ed. Secondary Teacher Education students.***

COURSE OBJECTIVES

During this course teacher candidates will review, consider, discuss and be able to apply:

·   Major theories and approaches to language teaching and learning, including the use of popular cultural texts and new modes and genres of expression in the classroom
·   Links between first and second/additional language strategies and understandings
·   The role of text (in all its forms) as an aid in language development
·   The importance of constructive feedback in assessment and evaluation practices
·   Supportive pedagogies related to discipline-specific language and vocabulary
·   How to work with multiple literacies of reading and writing in classroom contexts
·   Connections between social media, new literacies and youth citizenship
·   The role of language in planning and assessment for effective learning
·   The importance of contextually embedded, cultural fluencies for language comprehension and

integration of diversity in school culture and academic performance and assessment

· The continuum of language learning and lifelong literacy

LINKS TO THEMATIC STRANDS

1. Field Experience

· Reflect on recent practicum experiences in order to develop professionally and find strategies to improve content delivery through awareness of one's own communicative practices

· Understanding of relevant B.C. Ministry of Education documents

2. Inquiry

· In keeping with Inquiry Seminar Part Two (*Immersion in the inquiry practices of the profession)* that states students *experience scholarly inquiry around a particular theme, a particular curriculum emphasis or a current educational issue*

· Reflection on language learning principles and classroom communication as explored in the field

3. Social and Ecological Justice

· Inclusive and generative approaches to second/additional language literacy curricula.

4. Problematics in Pedagogy, Curriculum and Assessment

· Creating a rich literacy environment in a second/additional language context

5. Language and Learning as Social Practice

· Experiences that facilitate literacy development in a second/additional language

· Integral nature of culture in understanding languages

COURSE READINGS

All the readings for this course are available online through the UBC library. To access them:

· Go to: *https://login.ezproxy.library.ubc.ca/login*

· Log into the Library Catalogue using your UBC Campus-*Wide Login (CWL)*

· Copy and paste the title of the reading into the search box

COURSE BLOG

Materials and assignments will be shared through a private UBC Blog. This section's blog is at the following address: https://blogs.ubc.ca/lled361jrobertson/

To access the site:
· sign in to UBC blogs using your CWL.
· provide your primary e-mail address to your instructor.

TENTATIVE WEEKLY SCHEDULE

WEEK ONE: Literacy in the secondary school context

Topics, Activities, and Readings	Guiding Questions
MONDAY, MAY 13th: Introducing LLED 361 Welcome! Group orientation is in Scarfe 100 for the first hour of the course. No required reading today. **WEDNESDAY, MAY 15th: Academic language** *Introduction to the academic text analysis activity Required text: Hayes Jacobs, H. (2013). *Active literacy across the curriculum: Strategies for reading, writing, speaking, and listening.* New York and London: Routledge. (pp. 1-13). **FRIDAY, MAY 17th: Recognizing and Strategically Supporting Struggling Students** *Reading Group 1 Presentation *Work time for Assignment #2 Required text: Hayes Jacobs, H. (2013). *Active literacy across the curriculum: Strategies for reading, writing, speaking, and listening.* New York and London: Routledge. (pp. 17-35).	❖ *What do you wish to gain from this course?* ❖ *How are content-area teachers also language teachers?* ❖ *What is the relationship between language fluency and academic success?* ❖ *What is the relationship between language and literacy?* ❖ *How might we assess texts and predict potential problems for readers?* ❖ *What is the relationship between academic and informal registers*?

Recommended further texts:

Spires et al. (2016). Disciplinary literacy and inquiry: Teaching for different content learning. *Journal of Adolescent and Adult Literacy, 60*(2), 151-161.

Chandler-Olcott, K. (2017). Disciplinary literacy and multimodal text design in physical education. *Literacy, 51*(3), 147-153.

Recommended resources
- ❖ To pair with Spires et al (2016) article (above):
  - ➢ PBI exemplars from High Tech High: https://www.hightechhigh.org/student-work/student-projects/
  - ➢ PBI exemplars from Calgary Connect Charter School: http://connectcharterschoolblog.ca/
  - ➢ PBI exemplars from Seycove Secondary School: http://www.blog44.ca/plp/news/

WEEK TWO: Reading across the curriculum

Topics, Activities, and Readings	Guiding Questions
MONDAY, MAY 20th: Victoria day - no class! **WEDNESDAY, MAY 22nd: Reading for pleasure** *Reading Group 2a Presentation <u>Required text:</u> Annenberg Foundation (2017). Section 3 - Reading: Big ideas. In Reading and writing in the disciplines (Online course): https://www.learner.org/courses/readwrite/disciplinary-literacy/reading-big-ideas/16.html **FRIDAY, MAY 24th: Reading to learn** *Reading Group 2b Presentation * Assignment #2: Content Area Small-Group Presentations <u>Required text:</u> Lupo, S. M., et al. (2017). Building background knowledge through reading: Rethinking text sets. *Journal of Adolescent and Adult Literacy, 61*(4), 433-444.	❖ *What are the many ways in which reading occurs across subjects?* ❖ *How can we scaffold different modes of reading to create broader understandings?* ❖ *What are different types of pedagogical strategies that support reading as inquiry?* ❖ *What is the role of tacit knowledge in reading practices?* ❖ *What is a text set?* ❖ *In what ways might we take on a social justice orientation in teaching across the curriculum?*

Recommended further texts:
Batchelor, K. E. (2018). Using linked text sets to promote advocacy and agency through a critical lens. *Journal of Adolescent and Adult Literacy, 62*(4), 379-386.

Recommended resources:
   ❖ As outlined by Batchelor's (2018) article (above):
      ➢ Reading while white blog: http://readingwhilewhite.blogspot.com/
      ➢ Latinx Kid lit: https://latinosinkidlit.com/
      ➢ We need diverse books: https://diversebooks.org/

WEEK THREE: Writing across the curriculum

Topics, Activities, and Readings	Guiding Questions
PhoneMe workshop will be this week. **MONDAY, MAY 27th: Creative practices in content-based curriculum** *Reading Group 3a Presentation Required text: Annenberg Foundation (2017). Section 4 - Writing: Big ideas. In Reading and writing in the disciplines (Online course). Available at: https://www.learner.org/courses/readwrite/disciplinary-literacy/writing-big-ideas/1.html **WEDNESDAY, MAY 29th: Learning to write** *Reading Group 3b Presentation *Assignment #3: Cross-genre translations (Begin coffee house day) Required text (please choose one): Johnson, L. P. (2018). Alternative writing worlds: The possibilities of personal writing for adolescent writers. *Journal of Adolescent and Adult Literacy, 62*(3), 311-318. Linares, R. E. (2018). Meaningful writing opportunities: Read-alouds and dialogue journaling with newcomer and English learner high schoolers. *Journal of Adolescent and Adult Literacy, 62*(5), 521-530. **FRIDAY, MAY 31st: Writing to learn** *Finish coffee house day Required text (choose one): Pytash, K. E., & Morgan, D. N. (2014). using mentor texts to teach writing in science and social studies.*The Reading Teacher, 68*(2), 93-102. Tedrow, M. K., (2017). Where have we been? Where are we going? Prompting reflection and goal setting with an emphasis on inquiry. Write, think, learn: Tapping the power of daily student writing across the content areas. New York: Routledge.*Please be sure to read chapter 4 in this book.*	❖ *How is teaching form different from teaching content in writing?* ❖ *How can writing be implemented to create effective group collaborations?* ❖ *How can compositional creativity enhance learning across subject areas?* ❖ *What role do the different discourses of home, school, and community play in writing composition?* ❖ *What beliefs and values do we bring to designing a writing curriculum?* ❖ *What does success with writing look like in our disciplines?*
Recommended further texts: Bazerman et al. (2017). Taking the long view on writing development. *Research in the teaching of English, 51*(3), 351-358. Prior, P. (2017). Setting a research agenda for lifespan writing development: The long view from where? *Research in the Teaching of English, 52*(2), 211-219.	

Please note: There will be no classes during the week of June 3 - 7th due to the CSSE conference being hosted at UBC.

WEEK FOUR: Trans Literacies and Digital & Media literacy

Topics, Activities, and Readings	Guiding Questions
MONDAY, JUNE 10TH: Composing across literacy landscapes *Trans Literacies Workshop (10-12; 1-3) Forming group media project teams for Assignment #4 Reading Group 4a Presentation Required text (choose one): Mirra, N., Morrell, E., & Filipiak, D. (2018). From digital consumption to digital innovation: Toward a new critical theory and practice of multiliteracies. *Theory into Practice, 57*(1), 12-19. Castek, J. & Manderino, M. (2017). A planning framework for integrating digital literacies for disciplinary learning. *Journal of Adolescent and Adult Literacy, 60*(6), 697-700. **WEDNESDAY, JUNE 12th: Bringing literacies together** *Reading Group 4b Presentation Required text (choose one): Harvey, L. & Palese, E. (2018). #Neverthelessmemespersisted: Building critical mimetic literacy in the classroom. *Journal of Adolescent and Adult Literacy, 62*(3), 259-270. Lankshear, C. & Knobel, M. (2018). Education and 'new literacies' in the middle years. *Literacy Learning: The Middle Years, 26*(2), 7-16. **FRIDAY, JUNE 14th: Initial Group Media Project Strategy session** Work day for group media project (Assignment #4)	❖ *What are the major theories and concepts for learning through multiple literacies?* ❖ *How is knowledge transferred across modalities of learning?* ❖ *How does learning in digital and media environments differ from traditional modes of inquiry?* ❖ *In what ways might we encourage learners to be critical consumers, distributors, and producers in multimedia learning environments?* ❖ *What is digital equality?* ❖ *How can learning benefit from creative practices with digital media?* ❖ *How are social networks changing perceptions of meaning making?* ❖ *What is the role of secondary school teachers in creating trans-equitable classrooms?*

Recommended further texts:
Pape, R. (2015). Preparing our close readers for the new literacies. *The English Journal, 105*(2), 75-81.
Knobel, M., & Lankshear, C. (2008). The art and craft of endless hybridization. *Journal of adult and adolescent literacy, 52*(1), 22-33.
Tucker-Raymond, E. & Gravel, B. (2019). Chapter 6: Online Sharing Genres How-Tos, Crowdsourcing, and Blogging. In *STEM Literacies in Makerspaces: Implications for Learning, Teaching, and Research.* Taylor & Francis*.*
Recommended resources:
BC's Digital Literacy Framework: https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/digital-literacy
As outlined by Harvey's (2018) article (above): ➢ _Write like you meme it: A hands-on intro to memes in the classroom: https://candwcon.org/2017/write-you-meme-it-hands-intro-memes-classroom
To pair with Mirra et al.: "Music videos give indigenous Abbotsford students a voice":
https://frasermiddle.abbyschools.ca/news/music-videos-give-indigenous-abbotsford-students-voice

WEEK FIVE: Assessment and Literacy

Topics, Activities, and Readings	Guiding Questions
MONDAY, JUNE 17TH: Assessing multiliteracies *Reading Group 5 Presentation Required text: Jacobs, G. E. (2013). Designing assessments: A multiliteracies approach. *Journal of Adolescent and Adult Literacy, 56*(8), 623-626. **WEDNESDAY, JUNE 19th: 21st Century Assessment** *Begin group media project presentations Required text: Wormeli YouTube video "Redos, retakes, and do-overs, part one" link: https://www.youtube.com/watch?v=TM-3PFfIfvI **FRIDAY, JUNE 21st:** *Finish group media project presentations *Time for course evaluations *Celebrate!	❖ *What is holistic assessment in the context of rapidly changing literacy practices?* ❖ *How can assessment enhance learning?* ❖ *What is the role of feedback as a pedagogical strategy in all subject areas?* ❖ *How do we differentiate our assessment practices?* ❖ *How can we promote experimentation in learning?* ❖ *How does assessment contribute to the idea of mastery learning?*

Recommended further texts:
Davis, H. & Reed, Y. (2003). Assessing multilingual texts in multimodal classrooms. *Perspectives in Education, 21*(1), 101-118.

STATEMENT OF RESPECT AND INCLUSION

The Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity, and social justice in order to create an educational and employment environment that supports our community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors with disabilities, members of racialized communities, Indigenous people, trans, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno- linguistic, nationality and citizenship status.

Faculty of Education courses occur in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Students, instructors, visitors, and readings/media in Education courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education class discussions and course assignments.

Please feel welcome to email your instructor with your name and pronoun and how you would like these to be used.

ATTENDANCE

Students are expected to attend all classes and arrive on time. Students must have permission of the TEO to miss a class, should fill out the **Absence Request Form (**http://teach.educ.ubc.ca/students/attendance/) **and should notify the instructor immediately.**

Students are expected to attend all classes and arrive on time. Students must have permission of the TEO to miss a class and should notify the instructor immediately. Teacher candidates who miss a significant amount of class time (i.e. more than 15% of course hours) are normally required to repeat the course. Teacher candidates are not able to proceed to practicum until all prior courses are successfully completed.

ACADEMIC INTEGRITY

Students are expected to follow the academic integrity guidelines as outlined in the following document: http://teach.educ.ubc.ca/students/policies-and-guides/plagiarism-guidelines/

GRADING SYSTEM

This course is Pass/Fail
Passing work fulfills the following criteria:
- demonstrates in-depth comprehension of the subject.
- frequently articulates original, critical insights.
- demonstrates the thoughtful use of existing knowledge in the subject.
- reveals a willingness to engage actively in the learning experiences of the course in the work and to make personal and meaningful connections.
- shows evidence of critical reflection, questioning and creativity.

COURSE ASSIGNMENTS

Assignment 1: Group Text Presentation (20%)
Due Date: *Ongoing – one or two group presentations per week*

DESCRIPTION OF ASSIGNMENT 1
Conduct a discussion on a stimulating, contentious, or ambiguous aspect of a required text. Providing the class with a brief introductory stimulus (5-10 minutes or so); the group will summarize the reading and lead a class in our learning on these texts (15-20 minutes).

CRITERIA FOR ASSESSING ASSIGNMENT 1
Assignment 1 will be assessed based on the quality of the following aspects:
1. Clarity of the summary
2. Insightfulness of the questions and comments for facilitating the class discussion
3. Level of student engagement generated
4. Balance of student to facilitator talk

Assignment 2: Content Area Small-Group Presentation (20%)
Due Date: May 24, 2019

DESCRIPTION OF ASSIGNMENT 2
Each student will bring in a text that they used for teaching during the practicum and present it to their small working groups. Each person will be designated a partner. You will teach the content of the text (the concepts and contexts) to your partner, emphasizing vocabulary and expressions that might be difficult for students to understand (with attention to the standard reading and comprehension expectations for students in the course as you taught it on your practicum). You will also provide a visual aid in the form of an illustration, graphic organizer, chart, map, etc. This visual aid should be your own creation, even if based on another image (please cite source) and should NOT include the relevant vocabulary or descriptions. It will be used to facilitate rapid content teaching and longer retention of the material. Your partner will teach your text to the rest of the group using your visual, attempting to cover as much of the content and vocabulary as possible while you write feedback.

CRITERIA FOR ASSESSING ASSIGNMENT 2
Your peers will assess your presentation based on the following rubric:

Oral Presentation Rubric					
	1	**2**	**3**	**4**	**Score**
Organization	Unable to understand presentation because there is no sequence of information	Difficult to follow presentation because presenter uses frequent non sequiturs	Information is presented in a logical sequence which the audience can follow	Information is presented in a logical <u>and</u> interesting sequence which the audience can follow	
Subject Knowledge	Presenter does not have a grasp of information and cannot answer questions about the subject	Presenter is uncomfortable with the information and is able to answer only rudimentary questions	Presenter is at ease with questions and can answer all questions, however fails to elaborate	Presenter demonstrates full knowledge (more than required) by answering all questions with explanation and elaborations	
Graphics	No graphics or uses unnecessary graphics	Occasionally uses graphics that rarely support text & presentation	Graphics relate to text & presentation	Graphics explain and reinforce text & presentation	
Speech	Presenter mumbles, pronounces terms incorrectly, speaks too quietly	Presenter's voice is sometimes unclear. Pronounces terms incorrectly. Audience members have difficulty hearing presentation.	Presenter's voice is clear. Pronounces most words correctly. Most audience members can hear presentation.	Presenter uses a clear voice and correct/precise pronunciation of terms so that all audience members can hear presentation.	
Comments:					**Total Score**

Assignment 3. Cross-Genre Translation (20%)
Due Date: May 29 and 31ˢᵗ 2019

DESCRIPTION OF ASSIGNMENT 3
Using the text from the content area assignment (#2) or another academic text of your choice, students will create a translation of their writing in a genre or modality germane but unconventional to their subject area (e.g. a haiku about polynomials; a recipe for writing a short story; a rap about mitosis; a drama about algebra; yoga asanas showing how to make a bentbox). Please ensure that you become familiar with the typical conventions that govern your chosen genre (i.e., a recipe contains description, ingredients, amounts, process of preparation and often a picture; a rap has certain rules and components that are needed for it to be considered a rap—a hook, # of syllables per line, usually accompanied by a beat or looped phrase / sample, etc.). Each student will perform/present one piece at our class Coffee House. Tasty treats are welcome at our coffee house. Try out the performance of your text as practice on the weekend. Please post the text of your translation assignment to the website before class begins on Monday.
Due Date: Coffee House Day presentations –

Assignment 4: Group Media Project (40%)
Due Date: In-Class Presentations **June 21, 2019** *(Late Assignments Cannot Be Accepted)*

DESCRIPTION OF ASSIGNMENT 4
The goal of the group media project is to explore the use of multiple (often hybrid) literacies in the development of a multimedia artwork that can be used in a teaching context or to reflect on teaching experiences from the practicum. You may choose to work in content specialty or interest groups. You are asked to present or demonstrate one teaching idea to illustrate an application of "language across the curriculum" and "literacy practices and assessment" in your area of interest. This multimedia product should be done in groups of at least three and not more than six. It is collaborative in nature and pedagogical in scope, but there are no "rules" other than it must include a minimum of three different literacies that are explored (e.g. visual literacy, musical literacy, fashion literacy). The topic could be something you used or learned in your practicum, or something you learned from other teachers, or it could be something that you may want to use as a classroom teacher in the future based on what you learned in this course. Upload your group media project to the course shell/website.

CRITERIA FOR ASSESSING ASSIGNMENT 4
Assignment 3 will be assessed based on the following criteria:
· Understanding of the types of literacies explored in the project
· Creativity
· Organization
· Insightfulness

Note on Class Participation
The nature of the UBC Teacher Education Program is participatory. Thus students are expected to fully participate in all classes. Full participation involves coming prepared for class (completing readings and assignments/activities) and demonstrating a high level of engagement in classroom activities and discussions. A positive, respectful attitude is also expected.

BCTF STANDARDS FOR THE EDUCATION, COMPETENCE, AND PROFESSIONAL CONDUCT OF EDUCATORS IN BC:

The assignments for LLED 361 address the following standards from the British Columbia Teachers' Federation (BCTF):

Standard 3: Educators understand and apply knowledge of student growth and development.
• Utilizing the transformative power of learning for individuals and communities.
• Being a professional who observes, discerns, critiques, assesses, and acts accordingly.
• Promoting diversity, inclusion, understanding, acceptance, and social responsibility.
• Understanding the development of youth (intellectual, physical, emotional, social, creative, spiritual, moral).

Standard 5: Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.
• The teacher candidate engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making
• The following competencies within their practicum and other placements (or on-campus contexts):
.....selecting appropriate goals/objectives in accordance with I.R.P.s;
.....designing units/lessons that support identified goals and objectives;
.....demonstrating an understanding of current pedagogy;
.....modeling correct written and oral language.

Standard 6: **Educators have a broad knowledge base and understand the subject areas they teach.**
• A substantial engagement in the subject areas relevant to the positions they intend to pursue.
• An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.

Standard 7: Educators engage in career-long learning.
• Participation in, and reflections about, university and school-based professional development.
• A commitment to professional development.
• Goal setting and plans to pursue ongoing development of understandings.
• Reflection about and an ability to improve practice.

For more information about the BCTF Standards see: https://bctf.ca/NewTeachers.aspx?id=31794

SOME WEB RESOURCES:
http://louann-multiliteracies.blogspot.com/
http://wac.colostate.edu/atd/articles/gullaetal2009.cfm
http://education.qld.gov.au/corporate/newbasics/html/curric-org/comm.html
http://louann-multiliteracies.blogspot.com/
http://newlearningonline.com/~newlearn/wp-content/uploads/2009/03/m-litspaper13apr08.pdf
http://www.coe.uga.edu/lle/faculty/alvermann/multilit.pdf
http://www.usm.my/art/images/WACANA%20SENI%20JOURNAL%20OF%20ARTS%20DISCOURSE/JOURNAL_6%20PDF/YOUNG%20PEOPLE%20AND%20MEDIA%20MARKETING.pdf
http://wac.colostate.edu/atd/articles/gullaetal2009.cfm
http://infohost.nmt.edu/~xchanges/xchanges/6.1/bugdal/bugdal.html
http://www.education.uiowa.edu/cea/documents/Reading_Across_Curr_IARP_1_2006.pdf
On Copyright: *(American but great and specifically for teachers)* https://www.youtube.com/watch?v=-9H6Ksp36q0
(From the Canadian government) https://www.youtube.com/watch?v=ljNS5p3cqls

 SOME FURTHER READINGS (Suggested only)

Alvermann, D.E., and Hagood, M.C. (2000). Fandom and critical media literacy. *Journal of Adolescent and Adult Literacy 43*(5), 436-446.

Courtland, M.C. & Gambell, T (eds.). (2010). *Literature, media, & multiliteracies in adolescent language arts*. Vancouver: Pacific Educational Press.

Crowhurst, M. (1994). *Language and learning across the curriculum* (Ch. 12, "Assessment and evaluation," pp. 283-303). Scarborough, Ont:Prentice Hall.

DelleBovi, B. M. (2012). Literacy instruction: From assignment to assessment. *Assessing Writing*, *17*(4), 271-292.

Duff, P. A. (2006). Language, literacy, content, and (pop) culture: Challenges for ESL students in mainstream courses. *Canadian Modern Language Review 58*(1), 103-132.

Dziedzic, B. B. (2002). When multigenre meets multimedia: Reading films to understand books. *English Journal 92*(2), 69-75.

Early, M., Potts, D. & Mohan, B. (2005). Teachers' professional knowledge in scaffolding academic literacies for English language learners. *Prospect 20*(3), 63-76.

Gunderson, L. (2006). But she speaks English. In R. T. Jinenez & V. O. Pang (Eds.), *Race, ethnicity, and education* (1-20). Westport, CT:Praeger Perspectives.

Hennings, D. G. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent and Adult Literacy 44*(3), 268-279.

Knobel, M. & Lankshear, C. (2008). Remix: The art and craft of endless hybridization. *Journal of Adolescent and Adult Literacy 52*(1), 22-33.

Leggo, C. (1997). *Teaching to wonder: Responding to poetry in the secondary classroom.* Vancouver: Pacific Educational Press.

Mack, N. (2002). The ins, outs, and in-betweens of multigenre writing. *English Journal, 92*(2), 91-98.

Macken-Horarik, M. (1996). Literacy and learning across the curriculum: Towards a model of register for secondary school teachers. In R. Hasan & G. Williams (Eds.), *Literacy in society* (pp. 232-278). Essex, England: Addison Wesley Longman Limited.

Moore, D. W., et al. (1999). *Adolescent literacy: A position statement.* Newark, DE: International Reading Association.

Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent and Adult Literacy 52(*2), 96-107.

Roskos, K., & Neuman, S. B. (2012). Formative assessment: Simply, no additives. *Reading Teacher*, *65*(8), 534-538.

Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. *Harvard Educational Review 78*(1), 40-60.

Strong, W. (1999). Coaching writing development: Syntax revisited, options explored. In C. R. Cooper & L. Odell (Eds.), *Evaluating writing: The role of teachers' knowledge about text, learning, and culture* (72-92). Urbana, IL: National Council of Teachers of English.

Tierney, R. J. (2007). New literacy learning strategies for new times. In Rush, L. S., Eakle, J. and Berger, A. (Eds.), *Secondary school literacy: What research reveals for classroom practice* (pp. 21-36). National Council of Teachers of English.

Tierney, R. J. & Rogers, T. (2004). Process/content/design/critique: Generative and dynamic evaluation in a digital world. *The Reading Teacher 58*, 218-221