



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
IN-PERSON
EDUC294A (3 units)
ADOLESCENT LITERACY
WINTER 2024

<i>Professor:</i>	Karla Lomelí, Ph.D.	<i>Course Meeting:</i>	Wednesdays
<i>Office:</i>	GH 235	<i>Classroom:</i>	ESJ 108
<i>Office Hours:</i>	By Appointment	<i>Phone:</i>	(408) 313-3441
<i>Email:</i>	klomeli@scu.edu		

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

Throughout Adolescent Literacy (AdL) credential candidates will explore theories, major trends, and principles in the fields of literacy that render effective instruction for all adolescent readers. We will examine and deepen our understanding of literacy development, beyond decoding and performing timed writing proficiencies. We will explore the many literacies (multiliteracies) our students bring with them, which are too often dismissed and/or undervalued in the school and the classroom. We will specifically address issues related to non-dominant students whose language and literacy practices do not mirror those expected in schools (TPEs 7B). We will address the literacy needs of English Language Learners (BCLAD

Standards from Domain 3) speakers of non-dominant varieties of English, students with neurodiverse needs, and youth who are developing 21st century literacy skills. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full-time teaching position. Attention is given to supporting the literacy and content area learning of Culturally and Linguistically diverse students with a broad range of experiential and ability levels.

Course Objectives

This course will develop students' knowledge and skills to:		Standard/Goals Addressed			
		DG #	PLG #	TPE #	SpEd TPE #
1	Understand the linguistic, psychological, physiological, and cultural concerns involved in reading instruction for striving adolescents including ELLs.	1, 3	1, 2	1.1, 1.6, 2.5,	7.1
2	Learn specific literacy strategies in the major literacy domains of oral and written language, vocabulary, comprehension, study strategies, and strategic reading of narrative and expository text	1, 2	1, 2	1.6, 2.5, 4.8,	7.2
3	Systematically understand how to assess student literacy and learning skills using an informal reading attitude/interest inventory, the <i>Learning and Study Strategy Inventory</i> , and the <i>Assessing Comprehension Thinking Strategies Inventory</i> .	1, 2, 5	1, 3, 4	1.1, 1.8, 2.2, 2.5, 4.1, 4.3,	7.10
4	Evaluate assessment results from a Literacy Development Plan that includes recommendations for research-based instruction involving learning strategies, word identification, fluency, concept development, vocabulary learning, reading comprehension or writing strategy instruction for individual students, including ELL students, or students with special needs.	1, 2, 3, 5	1 - 5	1.1, 1.3, 2.2, 2.5, 4.1, 4.3,	7.10, 7.11
5	Develop and modify subject specific lesson plan that integrates research-based adolescent literacy pedagogy and recommended literacy instruction for reluctant adolescent readers, ELL students, and students with dyslexia and/or other identified disabilities to facilitate access to least restrictive environment.	1, 2, 5	1-6	1.1, 1.3, 2.2, 2.5, 3.1, 4.1, 4.3, 4.8	7.5, 7.6
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; 2023 SpEd = Special Education TPE					

Required Texts

- Hinchman, K.A. & Sheridan-Thomas, H. (2014). *Best practices in adolescent literacy instruction*. Second Edition. New York, NY: The Guilford Press. ISBN: 978-1-4625-1534-9
- Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic Incorporated. ISBN:978-1-3385-9489-8

Additionally, you are encouraged to browse among the various literacy networks. You might start by visiting the homepage of:

- The International Reading Association (IRA) at www.reading.org,

- The National Council of Teachers of English (NCTE) at www.ncte.org,
- The Center for Applied Linguistics (CAL) at www.cal.org,
- The National Writing Project (NWP) at www.nwp.org, and
- The NWP Digital Is page at www.digitalis.nwp.org.

Also, check out the Strategic Literacy Network (SLN) at www.wested.org/stratlit.

- The English Language Development Standards (1999) adopted by the State Board of Education, can be viewed or downloaded from internet [English Language Development Standards](#)
- [English Language Arts Content Standards - Curriculum Frameworks \(CA Dept of Education\)](#)

Essential Questions.

Our work together will be driven by a set of essential questions to ground and guide us:

- What are contemporary literacies?
- How do we reproduce (intentionally and unintentionally) the dominant ideologies of literacy and language practices upon ourselves and others?
- How do we interrupt these dominant ideologies of literacy and language practices to be more inclusive of our students' full range of language and literacy practices into our curriculum and pedagogy?
- What are high-leverage tools, techniques, and strategies that allow me as the teacher to guide students toward higher levels of literacy development?

Course Requirements/Assignments

Grades are based on a **300-point** total. Distribution of points across assignments is as follows:

Course/Requirements/Assignments	Points	TPE	SpEd TPE	Due Date
1 Professional Conduct	100	6.3,6.5, 6.6	3.1	Weekly
2 Textual Lineage and Ethnographic Excavation	20	1.1, 1.3, 2.2, 2.3	3.1	Weeks 1, 2
3 Literature Circles	20	1.6; 2.5; 3.1; 3.4; 4.1,	3.1	Weekly
4 Asynchronous Reader Identity Module 1 Positionality Statement	20	1.1, 1.3, 2.2, 2.3	3.1	Week 2 1/17 (W)
5 Asynchronous Critical Literacy Module 2 - Reflection	20	1.1, 1.3, 2.2, 2.3	3.1	Week 7 2/21 (W)
6 Asynchronous Racial Literacy Module 3 - Reflection	20	1.1, 1.3, 2.2, 2.3	3.1	Week 9 3/6 (W)
7 *Adolescent Literacy (AdL) Case Study Part 1: Focus Student Reading Assessment & Reader Inventory & Reader Identity 25 pts. (1/31) Week 4 Part 2: Literacy Strategy Activity, 25 pts. (2/14) Week 6 Part 3: Adolescent Literacy (AdL) Lesson Plan & Presentation, 50 pts. (3/13) Slides. Week 10	100	1.1, 1.3, 1.6, 1.8, 2.2, 2.5, 4.1, 4.3, 4.8, 5.3, 7.1, 7.2, 7.3,7.4,7.5,7.6, 7.7, 7.9	3.1	Week 4 1/31 Week 6 2/14 Week 10 3/13

1. Professional Conduct (100 pts)

DUE: Weekly

The professional conduct requirement includes the six dimensions described below.

Attendance

Regular attendance at all scheduled class meetings is a requirement in the MATTC program. Optional make up work is offered pending instructor approval.

Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class entirely without any point reduction. To use your ER *you must notify me by email or phone BEFORE class*. Save your ER for medical issues, family demands, car trouble, etc.

- 1 unexcused absence – 20 points deducted from your final grade.
- 2 absences –40 points deducted from your final grade.
- 3 or more unexcused absences – You will be dropped

Students will not be penalized for absences due to the observance of religious holidays falling on scheduled class days; *please give me advance notice of these absences so I can make the necessary accommodations*. Also, *any situation in relation to COVID students will not be penalized*.

Punctuality

Zooming into class on time and ready to learn is a course expectation. Knowing that there are times when unexpected circumstances arise that may result in late arrival, please note this by checking in with me via email or in a brief check-in in person or via zoom. Depending on the time of your arrival may impact whether or not you receive the full 40 points for your Professional Conduct grade

Preparation

The quality of our class sessions and the depth of your learning depend directly on your preparation. Please be prepared for class based on the expectations outlined in the course syllabus and by the class norms.

Participation

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively, and *withholding contributions to leave space to allow other classmates to participate*), (b) completing all in-class learning activities.

Responsible Use of Technology

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Video enabled electronic devices **MUST** be used during class to support learning.

Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email, and the Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor.

Your Professional Conduct grade will be determined through my ongoing observation and documentation throughout the quarter. If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach these expectations. If I do not contact you with a concern, you can assume your performance is satisfying the course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact me at any time and I will be glad to share my assessment with you.

2. Textual Lineage (20pts.) & Ethnographic Statement (20 pts.)

One of the hallmarks of a Jesuit education is the practice of reflection. Jesuit institutions have been known over the centuries for teaching people to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation. These assignments are aimed at nurturing your reflection of your own experiences with literacy so as to nurture your conscious as a classroom teacher.

Textual Lineage: In class we will complete a textual lineage graphic organizer in which we will reflect on your own personal experiences with a text that intrigued you as an adolescent. This activity will engage your thinking on the importance on getting to know your students and their interests.

Ethnographic Positionality Statement: “Autoethnography is an approach to research and writing that seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno) (Ellis, 2004; Holman Jones, 2005). This approach challenges canonical ways of doing research and representing others (Spry, 2001) and treats research as a political, socially-just and socially-conscious act (Adams & Holman Jones, 2008). A researcher uses tenets of autobiography and ethnography to do and write autoethnography.”

As a start to using autoethnography as a tool to understand your personally constructed way of understanding cultural, historical, and social experience, it is helpful to analyze your *positionality*. Positionality is a form of reflexivity that “involves a self-scrutiny on the part of the researcher; a self-conscious awareness of the relationship between the researcher and an ‘other’ (Chiseri-Stater, 1996; Pillow, 2003)”. As will be a large focus of this course, how you view and are viewed within classrooms shapes the kinds of work you do, how this work is interpreted, and the possibilities that extend from it. This first assignment for this class asks you to reflect deeply on your positionality. This is a preliminary document and we’ll revisit and revise this document throughout the quarter. This work will be anchored on our essential questions for the course (see page 3 of syllabus).

For this assignment you will individually:

1. Complete a positionality statement that informs your teaching and learning experiences in relation to literacy. We will revisit our ethnographic positionality statements over the quarter.
2. This assignment is meant to provoke critical reflection, thought, and personal connection to the readings and discussions in this class. This assignment is to be completed within the amount of time provided in class. No rubric is needed because completion will merit obtaining full credit for the assignment.

3. Literature Circles (20 pts.)

A common reading discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings. Each student will be responsible for leading two Literature Circles on the readings throughout the course. Literature Circle leaders should come to class (whether on-line or in person) prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the “*LC Components*” heading. The “*Literature Circle Discussion Format*” outlines how the literature circle would unfold.

<i>Literature Circle Components</i>	<i>Literature Circle Discussion Format</i>
* <u>Author's Message</u> . To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you.	<u>Allocation of Time</u> . Budget 30 minutes for review of key themes and illustrating visual representation
* <u>Definition of terms</u> . List all the words of which you are unsure and define them in your own words	<u>Discussion of Major Themes and Subtopics</u> . Discuss major ideas brought forth by author(s). Ensure to provide evidence from text. Be sure to have readings available to reference.
* <u>Integration of Material with other Knowledge</u> . Make connections of the readings to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	<u>Visual Representation</u> . As a group, create a graphic representation (image, quote or other format) that captures your groups discussion.
* <u>Application of the Material</u> . Assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	<u>Share Findings</u> . Group leader report to the whole class main topics of group discussion, using the visual representation as a guide.
*Brings and shares tangible instructional connection (e.g., book, TED video, lesson from curricula) that extends understanding of readings for Exceeding Expectation score.	

4-5. Asynchronous Modules (60 pts.)

DUE: Weeks 2, 7 and 9

1. You will complete three asynchronous online modules throughout the quarter.
2. Learn new information via reading, watching, analyzing, and reflection.
3. Submit reflection responses on Camino of no longer than 500 words single spaced (1 page).

DATES	TOPIC	ASYNCHRONOUS MODULE	POINTS
Week 2 1/17	Positionality & Reader Identity/Motivating the Learner	Asynchronous Module #1	20 pts
Week 7 2/21	Critical Literacy	Asynchronous Module #2	20 pts
Week 9 3/6	Racial Literacy	Asynchronous Module #3	20 pts

6. Adolescent Literacy (AdL) Case Study (100 points) DUE: Week 4 (1/29), Week 6 (2/12), Week 10 (3/11)

In groups, you will identify a focus student in your content area. You will get to know this student, assess their reading comprehension skills, learn about their reading identity and gauge their reading interests. You will then develop a literacy strategy activity that would best meet the needs of your focus student. Finally, you will develop a lesson plan for your focus student based on all of the information you've gathered about your focus student over the quarter.

DATES	TOPIC	Signature Assignment	POINTS
Week 4 1/31	Part 1: Focus Student Reading Assessment & Reader Inventory.	In your content area groups, you will get to know and assess the reading comprehension of a focus student you select. Together you will take inventory of: a) <i>Reader identity</i> b) <i>Reader interests</i> c) <i>Reading comprehension Assessment</i> Please use the Reading the Comprehension Assessment Score Card & Teacher Reflections as a group.	25 pts
Week 6 2/14	Part 2: Literacy Strategy Activity	In your groups, you will develop a: a) Literacy Strategy Activity Template that will help your focus student in the area that you have identified with need. Note: On our google drive a Strategies Folder has been compiled for your use.	25 pts
Week 10 3/13	Part 3: Case Study Lesson Plan & Presentation	Together you will design: a subject specific lesson plan that engages your focus student's literacy skills in a manner that prepares them for a specific unit of study for your grade level. Please use the <i>AdL Lesson Plan Template</i> . Your lesson plan should utilize the California Common Core State Standards , to create clear objectives, and integrate subject specific learning goals.	50 pts

*** Please upload all work for grading on Camino.

Your lesson plan should include:

Adapt and modify strategy instruction that is adapted for reluctant adolescent readers, an EL student a student with ONE type of dyslexia and/or other identified disabilities to facilitate access to least restrictive environment.

1. an engaging "hook" (anticipatory set) that grabs students' attention motivating them to participate in the lesson.
2. detailed, step-by-step procedures of an identified AdL strategies (one literacy strategy). *Include any student handouts, graphic organizers, and copies of the assigned reading.*
3. assessment that is directly related to the lesson's standards & objectives.
4. rationale that is detailed and accurately relates to all adaptations.

Your lesson plan presentation should include:

5. a Power Point slide deck covering the following
slide #1 = Title Page
slide #2 = Common Core & Content Standards/Objectives
slide #3 = Selected Reading Passage(s)
slide #4 = "Hook" Activity
slide #5 = Bulleted instructional summary of AdL Strategies
slide #6 = Bulleted instructional summary of the assessment activity
slide #7 = Bulleted rationale for instructional adaptations
slide #8 = Most important thing that you learned through this assignment

***Upload your AdL Lesson Plan, slide presentation and feedback form on CAMINO for grading.**

****Please review the AdL Lesson Plan Rubric for your final grade on this assignment.**

Accommodations for Accessible Education

If you have a disability for which accommodations may be required in this class, please contact [Office of Accessible Education \(OAE\)](#), as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through the Office of Accessible Education, please discuss them with me during my office hours.

I am happy to support you, a verification from the Office of Accessible Education needs to be attained from you and provided to me in order to accommodate you accordingly. Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Office of Accessible Education would be grateful for advance notice of at least two weeks. For more information, you may contact the Office of Accessible Education at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, nursing and/or have medically related needs.

Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through [Office of Accessible Education \(OAE\)](#).

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly.

For more information, please consult the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted [online](#) or anonymously through [EthicsPoint](#).

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course.

In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECPPM Graduate Bulletin, 2018-2019)

Course Outline & Class Schedule

*Course Plan Subject to Change

Meeting	Course Topics	Course Readings	Assignments
Session 1 1/10 (W)	Textual Lineage: introduction <ul style="list-style-type: none"> • Introductions • Getting to know you • Autoethnographic Positionalities 	CH 1 Best Practices <i>Texts in Adolescents</i> pp. 3-19	<i>Reflections & Textual Lineage</i>
Session 2 1/17 (W) <i>Async</i>	Reader Identity & Reader Community <ul style="list-style-type: none"> • Know the Learner • Motivating Learners • Reading Comprehension 	CH 2 Best Practices <i>Texts in Adolescents</i> pp. 20-35 <i>Meaningful Discipline-Specific Language Instruction</i> CH 3 Best Practices <i>Texts in Adolescents</i> pp. 35-61 <i>The Role of Motivation in Engaged Reading</i> SHARE: Textual Lineage Chart Next Week	<i>Identify Focus Student – In Class Community Norm Setting</i> Asynchronous
Session 3 1/24 (W)	Reading Comprehension, Assessments & The Importance of Vocabulary Development for EALs <ul style="list-style-type: none"> • Explore Content Area Texts • Text Complexities/Expository texts • Text Factors & reading comprehension • Diagnostics & Formative Assessments 	CH 8 Best Practices <i>Texts in Adolescents</i> pp. 137-153 <i>Comprehension in Secondary Schools.</i> CH 15 Best Practices <i>Texts in Adolescents</i> pp. 266-290 <i>Struggling Readers with Textbooks Comprehension.</i>	<i>LC Group A</i> <i>Getting to know Focus Student</i> <small>CCSS.ELA.RL. 2, 3, 5 CCSS.ELA.RI. 2, 3, 5</small>
Session 4 1/31 (W)	Differentiated Reading Instruction for Diverse Learners & Inclusive Reading <ul style="list-style-type: none"> • Codevelop & modify literacy instruction for students with diverse needs. • Differentiating reading instruction 	CH 10 Best Practices <i>Texts in Adolescents</i> pp. 169-188. <i>Reading & Writing Across Multiple Texts</i> CH 18 Best Practices <i>Texts in Adolescents</i> pp. 330-347. <i>Differentiating Literacy Instruction for Adolescents</i>	<i>LC Group B</i> Part 1: Focus Student – Reading Assessment/Reader Identity & Interests Inventory Due <small>CCSS.ELA.RL. 4, 5, 6 CCSS.ELA.RI 4, 5, 6</small>
Session 5 2/7 (W)	Text Selection, Genres, & Features <ul style="list-style-type: none"> • Disciplinary literacy • Strategic reading • Features of responsive literacy • Culturally responsive genres 	CH 7 Cultivating Genius an Equity Framework for Culturally and Historically Responsive Literacy <i>Selecting Historically Responsive Texts</i> 136-155. CH 8 Cultivating Genius an Equity Framework for Culturally and Historically Responsive Literacy <i>Using Historically Responsive Texts</i> 156-171.	<i>LC Group C</i> <i>Literacy Strategy Group Wk</i> <small>CCSS.ELA.RL. 6, 7, 9, 10 CCSS.ELA.RI 7, 8, 9, 10</small>
Session 6 2/14 (W)	Exploring Historically Responsive Literacy <ul style="list-style-type: none"> • Historically responsive literacy • Literacy in a Socio-cultural political context 	Muhammad, G. E. (2022). Cultivating genius and joy in education through historically responsive literacy. <i>Language Arts</i> , 99(3), 195-204. Muhammad, G. E. (2019). Protest, power, and possibilities: The need for agitation literacies. <i>Journal of Adolescent & Adult Literacy</i> , 63(3), 351-355.	<i>LC Group D</i> Part 2: Literacy Strategy Activity Due
Session 7 2/21 (W) <i>Async</i>	Exploring Critical Literacy <ul style="list-style-type: none"> • Problem posing in readings • Text selection and representation • Critical awareness in readings • Instructional frameworks 	Bishop, E. (2014). Critical literacy: Bringing theory to praxis. <i>Journal of Curriculum Theorizing</i> , 30(1). Teaching Critical Literacy: Enhancing Students Comprehension of Text. Pp. 35-58. Jiménez, L. M. (2021). Mirrors and windows with texts and readers: Intersectional social justice at work in the classroom. <i>Language Arts</i> , 98(3), 156-161.	Asynchronous <i>Critical Literacy</i> <i>Lesson Plan Group Work</i> <small>CCSS.ELA.RL. 1, 4, 5, 6 CCSS.ELA.RI 1, 5, 6</small>
Session 8 2/28 (W)	Reimagining Reading Instruction <ul style="list-style-type: none"> • The role of representation in reading • Text Selections 	Francois, Chantal (2013). Reading Is About Relating: Urban Youths Give Voice to the Possibilities for School Literacy. <i>Journal of Adolescent & Adult Literacy</i> , 57(2), 141–149. Groenke, S. L., Haddix, M., Glenn, W. J., Kirkland, D. E., Price-Dennis, D., & Coleman-King, C. (2015). Disrupting and dismantling the dominant vision of youth of color. <i>English Journal</i> , 104(3), 35.	<i>LC Group E</i> <i>Lesson Plan Group Work</i> <small>CCSS.ELA.RL. 6, 7, 9, 10 CCSS.ELA.RI 7, 8, 9, 10</small>
Session 9 3/6 (W) <i>Async</i>	Exploring Racial Literacy <ul style="list-style-type: none"> • The archeology of self 	Sealey-Ruiz, Y. (2013). Building racial literacy in first year composition. <i>Teaching English</i> , 40(4), 384-398. Haddix, M., & Sealey-Ruiz, Y. (2012). Cultivating digital and popular literacies as empowering and emancipatory acts among urban youth. <i>Journal of Adolescent & Adult Literacy</i>, 56(3), 189-192.	Asynchronous <i>Racial Literacy</i>
Session 10 3/13 (W)	COURSE CONCLUSION Optional Reading Provided on Camino		Part 3: Case Study Lesson Plan & Presentation Due

