William Paterson University of New Jersey
College of Education
Department of Educational Leadership and Professional Studies

Preparing Inquiring Educators: Knowledge, Understanding, Application

Winter/Online 2010-11
Syllabus

ELRL 605 – Advanced Inquiry into Literature for Children and Youth, 3 graduate credits
Pre-requisite: None

Instructor	Dr. Salika Lawrence	Phone	(973) 720 – 3088
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Office Hours	Monday 4pm – 5pm Tuesday 3pm – 5pm		

Course Description

An investigation of literary and content print and nonprint media. Considers questions related to materials, language sources, instructional systems and organizational arrangements appropriate for use in today's classrooms. Special attention is given to the preparation of teacher, parent and librarian guides to literature; adaptation of materials for children and youth; and analysis of recent research studies.

Rationale for the course

The purpose of this course is to provide educators with the forum in which they can explore the issues related to critical literacy and reflective pedagogy. As elements advocated by the International Reading Association in the Revised Standards for Reading Professionals (2003), literacy development, teacher reflection, and addressing the needs of diverse students are crucial elements for our classroom discussions on how literature can be used to promote critical literacy. To this end, all members of the class will engage in practices framed by constructivist theories such as Piaget and Inhelder (1969), Vygotsky (1979), Rogers (1989) and Bruner (1966), as well as the principles of learning (Cambourne, 2002). To support the principles of critical literacy and social change the course will also examine the ideas presented by theorists such as Freire (1998) and Giroux (1988).

INSTRUCTIONAL GOALS & STUDENT LEARNING OUTCOMES

Course Objectives

The candidate will:

A. Examine and evaluate different theories on literacy development to determine the relationship between literacy acquisition through critical awareness, reflective pedagogy, and determine how various instructional practices impact the diverse needs of students. More specifically, the exploration of how we can integrate children's and adolescent literature into the curriculum.

B. Examine a range of essential issues as we consider the relationship between instructional standardization and student diversity to determine how instructional choices can influence students' literacy development through critical exploration of literature.

C. Explore literacy standards to determine whose standards are being addressed, where they originate, and who determines those standards. We will explore how these factors influence children's literacy skills and practices in and out of school.

D. Examine how literacy standards impact students with linguistic, cultural, and economic differences.

E. Explore whether critical pedagogy helps improve teaching and create opportunities for learning, especially for linguistically and culturally diverse students.

F. Explore the social, cultural, structural, and political contexts within which classroom literacy standards are nested and how we as educators negotiate the boundaries of such contexts to meet student needs.

G. Identify strategies teachers, parents and librarians can use to facilitate students' interaction and exposure to a wide variety of literature.

H. Demonstrate their understanding of current theories and research in literacy by identifying theoretical elements of critical literacy and its connection(s) to reflective pedagogy.
I. Apply knowledge of critical literacy to critique elements of literature as it pertains to various social structures (e.g. culture, diversity, economics, politics).

Student Learning Outcomes
Candidates will:
A. Prepare a textual analysis research paper that evaluates literature by examining its textual features, its purpose and connection to social awareness and connections beyond the classroom. Then use insights from this research to develop a guide for parents, teachers, or librarians that will promote critical literacy.
B. Demonstrate their knowledge of effective practices for literacy instruction by creating curriculum materials that can be used to support students' critical literacy development.
C. Participate in literature circle meetings to simulate experiences and understand implications for critical literacy in today's classrooms, specifically how this framework addresses the multidimensional literacy needs (including print and non print media) of students with diverse learning styles and backgrounds.

Disposition Outcomes
Candidates will:
1. Model ethical professional behavior, use multiple indicators to judge professional growth, and reflect to make informed decisions that will improve instruction and other services to children who have reading difficulties.
2. View colleagues as professional resources and value the importance of collaboration to provide high quality instruction to students with reading difficulties.
3. Pursue knowledge of literacy professional journals and participate in professional development activities, including conferences by professional literacy organizations and workshops.
4. Develop an understanding of her/his values and beliefs about reading/literacy, the human dimensions of change, education and schooling, teaching, and the qualities she/he needs to be an effective supervisor of reading programs by reading required texts and completing class activities.

NEEDS AND RESOURCES

Computer Technology
This is an online course. To successfully complete the course you will need access to the Internet, and multimedia software with audio visual capabilities. The only technology issues that will be excused during the course are server issues where there is limited or no access to the server. If these incidents occur there will be a system-wide notice so all network users are informed.

The course requires that you are capability of the following technology-based activities.
1. Accessing the internet
2. Downloading and viewing videos
3. Listening to audio files
4. Sending email
5. Retrieving email
6. Posting on the Blackboard discussion board
7. Accessing files through Blackboard

If you are in need of Blackboard training please contact the IRT department. http://www.wpunj.edu/irt/

Required Text(s):
Required reading for the course is embedded in the course schedule. These readings can be accessed through the Cheng Library's database: Academic Search Premier/ EBSCO. You are responsible for retrieving the readings. In most cases there is a link to the article. The link will take you to the library. Then you will need to log in to locate the reading through the library's database. Your log in procedure is the same as accessing student email.

Bean, T., & Moni, K. (2003). Developing students' critical literacy: Exploring identity construction in young adult fiction. *Journal of Adolescent & Adult Literacy, 46(8),* 638 – 648. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=9539932&site=ehost-live

Dyson, A., & Labbo, L. (2003). Popular literacies and the "All" children: Rethinking literacy development for contemporary childhoods. *Language Arts, 81* (2), 100-109. Retrieved from http://www.lerc.educ.ubc.ca/lerc/students/556/LADyson2003.pdf

Gee, J. (2000). Teenagers in new times: A new literacy studies perspective. *Journal of Adolescent & Adult Literacy, 43(5)*, 412-420. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=2746129&site=ehost-live

Graves, M., & Philippot, R. (2002). High-interest, easy reading: An important resource for struggling readers. *Preventing School Failure, 46(4),* 179-182. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=7213943&site=ehost-live

Luna, C. (2003). (Re)Writing the discourses of schooling and of "learning disabilities": The development of critical literacy in a student action group. *Reading & Writing Quarterly, 19*, 253-280. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=9930488&site=ehost-live

Moje, E. (1999). From expression to dialogue: A study of social action literacy projects in an urban school setting. *The Urban Review, 31(3),* 305 – 330. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=11308884&site=ehost-live

Moje, E. (2000). Reexamining roles of learner, text, and context in secondary literacy. *The Journal of Educational Research, 93(3),* 165-180. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=2745549&site=ehost-live

Moje, E. (2002). But where are the youth? On the value of integrating youth culture into literary theory. *Educational Theory, 52 (1)*, 97 -120. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=6789715&site=ehost-live

Rogers, R. (2002). "That's what you're here for, you're supposed to tell us": Teaching and learning critical literacy. *Journal of Adolescent & Adult Literacy, 45(8),* 772-787. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=6629898&site=ehost-live

Sullivan, P. (2002). "Reception Moments," Modern literacy theory, & the teaching of literature. *Journal of Adolescent & Adult Literacy, 45(7),* 568 – 577. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=7194485&site=ehost-live

Suggested Reading

Book clubs/literature circles will be formed based on texts selected from the list below. Don't forget to utilize your local library.

Picture Books:
- A Picture Book of Sacagawea by David A. Adler
- Elegy on the Death of Cesar Chavez by Rudolfo Anaya
- The Wall by Eve Bunting
- Terrible Things: An Allegory of the Holocaust by Eve Bunting
- See Inside Ancient Egypt by Andrea Bachini and Rosaria Paretti
- The Korean Cinderella by Shirley Climo
- Baseball In The Barrios by Henry Horenstein
- Arrow to the Sun a Pueblo Indian Tale by Gerald McDermott
- Through The Eyes of The Eagle by Georgia Perez
- Pink and Say by Patricia Polacco

- The Keeping Quilt by Patricia Polacco
- The Butterfly by Patricia Polacco
- Grandma's Records by Eric Velasquez
- Show Way by Jacqueline Woodson
- The Other Side by Jacqueline Woodson
- Coming On Home Soon by Jacqueline Woodson

Graphic Novels:
- Pyongyang: A Journey in North Korea by Guy Delise
- Malcolm X: A Graphic Biography by Andrew Helfer and Randy DuBurke
- Still I Rise: A Cartoon History of African Americans by R.O. Laird and I. Bey
- Persepolis: The Story of a Childhood by Marjane Satrapi
- Persepolis 2: The Story of a Return by Marjane. Satrapi
- Maus: A Survivor's Tale Volume 1: My Father Bleeds History by A Spiegelman
- Deogratias: A Tale of Rwanda by J. P. Stassen

Novels:
- Before we Were Free by Julia Alvarez
- The Hunger Games by Suzanne Collins
- Drowned by Junot Diaz
- The Kite Runner by Khaled Hosseini
- Number the Stars by Lois Lowry
- My Brother's Keeper by Patricia McCormick
- Cut by Patricia McCormick
- Sold by Patricia McCormick
- When I was Puerto Rican by Esmeralda Santiago
- Stargirl by Jerry Spinelli
- The Book Thief by Markus Zusak

Recommended Reading & Additional Resources

Adler, M., & Rougle, E. (2005). *Building literacy through classroom discussion: Research-based strategies for developing critical readers and thoughtful writers in middle school.* New York: Scholastic.

Beach, R. (2007). *Teachingmedialiteracy.com: A web-linked guide to resources and activities.* New York: Teachers College Press.

Beers, K. (2002). *When kids can't read what teachers can do: A guide for teachers 6-12.* Portsmouth, NH: Heinemann.

Boomer, R. (1995). *Time for meaning: Crafting literate lives in middle and high school.* Portsmouth, NH: Heinemann.

Brooks-Young, S. (2007). *Digital-age literacy for teachers: Applying technology standards to everyday practice.* Washington, DC: International Society for Technology in Education.

Brozo, W. G., & Puckett, K. (2008). *Supporting content area literacy with technology: meeting the needs of diverse learners.* Upper Saddle River, NJ: Allyn & Bacon.

Bruce, Bertram. (2003). *Literacy in the information age: Inquiries into meaning making with new technologies.* Newark, DE: International Reading Association.

Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture.* Cambridge, UK: Blackwell Publishing.

Cummins, J., Brown, K., & Sayers, D. (2006). *Literacy, technology, and diversity: Teaching for success in changing times.* Columbus, OH: Allyn & Bacon.

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups.* Portland, ME: Stenhouse Publishers.

Dozier, C., Johnston, P., & Rogers, R. (2006). *Critical literacy/critical teaching: Tools for preparing responsive teachers.* New York: Teachers College Press.

Harvey, S. and Goudvis, A. (2000) *Strategies that work: Teaching comprehension to enhance understanding.* Portland, ME: Stenhouse Publishers.

Hobbs, R. (2007). *Reading the media in high school: Media literacy in high school English*. New York: Teachers College Press.

Lieberman, A., & Wood, D. (2003). *Inside the National Writing Project: Connecting network learning and classroom teaching.* New York: Teachers College Press.

Lind, R.A. (2009). *Race/gender/media: Considering diversity across audiences, content, and producers* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon.

Macedo, D., & Steinberg, S. R. (2007). *Media literacy: A reader*. New York: Peter Lang Publishing.

McLaughlin, M., & DeVoogd, G. (2004). Critical literacy: Enhancing students' comprehension of text. New York: Scholastic.

Menzes de Souza, L. M. T. (2007). (ed). Critical literacy: Theories and practices. Retrieved from http://www.criticalliteracyjournal.org/cljournalissue1volume1.pdf

Moore, D., Moore, S., Cunningham, P., & Cunningham, J. (2003). *Developing readers and writers in the content areas* (4th ed.). Boston: Allyn & Bacon.

Moss, B., & Lapp, D. (2009). *Teaching new literacies in grades 4-6: Resources for 21st-century classrooms*. New York: The Guilford Press.

Neito, S. (2005). *Why we teach*. New York: Teachers College Press

Plaut, S. (2009). *The right to literacy in secondary schools: Creating a culture of thinking*. Newark, DE: International Reading Association.

Potter, W. J. (2008). *Media literacy* (4th ed.). Thousand Oaks, CA: Sage Publications.

Quate, S.J., & McDermott, J. (2009). *Clock watchers: Six steps to motivating and engaging disengaged students across content areas*. Portsmouth, NH: Heinemann.

Robb, L. (2000). *Teaching reading in middle school: A strategic approach to teaching reading that improves comprehension and thinking*. New York: Scholastic.

Rog, L. J. (2003). Guided reading in the balanced literacy program. (pp. 8-15). In *Guided reading basics*. Ontario, Canada: Pembroke Publishers. Retrieved from http://www.stenhouse.com/pdfs/0383ch01.pdf.

Silverblatt, A. (2007). *Media literacy*. Westport, CT: Greenwood Publishing.

Taffe, S. W., & Gwinn, C. B. (2007). *Integrating literacy and technology: Effective practice for grades K-6*. New York: The Guilford Press.

Temple, C. A., Ogle, D., Crawford, A. N., & Freppon, P. (2007). *All children read: Teaching for literacy in today's diverse classroom* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon.

Vasquez, V. M. (2004). *Negotiating critical literacies with young children*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Willingham, D. T. (2008). Critical thinking: Why is it so hard to teach? *Arts Education Policy Review, 109*(4), 21-32.

Wren, S. (2009). What does a balanced literacy approach mean? Retrieved from http://www.sedl.org/reading/topics/balanced.html

Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standards for teaching and learning in America's schools* (3rd ed.). Portsmouth, NH: Heinemann.

Websites

American Library Association   http://www.ala.org/

Establishing Literature Circles – Lesson Plan
http://www.readwritethink.org/lessons/lesson_view.asp?id=19

Literature Circles Defined
http://www.saskschools.ca/curr_content/elemelasup/gradefive/lesson_act/mysterylessonplans.pdf

Literature Circles Resource Center   http://www.litcircles.org/

Teen Reads   http://www.teenreads.com/clubs/index.asp

Young Adult Library Services Association
http://www.ala.org/ala/mgrps/divs/yalsa/aboutyalsab/aboutyalsa.cfm

CLASS PROCEDURES, ROUTINES, & REQUIREMENTS

General Procedures

1.Attendance and active participation

Attendance will be taken at every class "meeting." You are expected to "attend" all sessions. Your active participation is necessary for each session. Documentation for an absence does not excuse you from your academic obligation. If you are "absent" it is your responsibility to get an update from classmates. *Active participation* is defined as commenting during discussions, and providing feedback to peers. Active participation requires the periodic demonstration of leadership skills. In this role students lead the class in critical discussions about course readings, ask tough questions about conflicting perspectives, and make connections to real-world application of topics and theories discussed in class. If you are not participating in the discussions then you are not participating in the course. In other words you are not "attending" class. More information about online discussions can be found below, see #4 Online Learning.

2.Tasks: Assignments and Projects

Students are expected to complete all assigned reading, and be prepared to contribute to class discussions. It is expected that all work will be submitted on time. Assignments and projects should be done on time and with care. Papers receiving less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. Poorly written and/or carelessly proofread papers are sometimes returned un-graded until spelling, punctuation, and/or mechanical errors are corrected. Unless otherwise informed by the instructor, all written work must be typed, using 12 inch Times New Roman font in black, 1 inch margins, and double-spaced.

3. Academic Integrity

University guidelines regarding plagiarism will be diligently followed, including the use of plagiarism detection websites if needed. All students are expected to familiarize themselves with the WPU academic policy on plagiarism and academic integrity.
(http://ww2.wpunj.edu/StudentServices/policytemplate.cfm?plink=/policies/POLPROC/ACAD_INTEGRITY98.html)

4.   Online Learning

This online course will use Blackboard (http://bb.wpunj.edu/) as the platform. Everyone has different learning styles. You should complete the Online Learning Self Assessment to determine if online learning is the appropriate format for you. The entire course is made available to you on the first day of the semester. If you decide to work ahead, your work should only be posted on the day it is due. This will keep the work and discussions "current." Readings and assignments provide the opportunity for you to study and reflect on the topic. **The discussions via Discussion Board are an important element in an online course.** Discussions provide opportunities for you to communicate and interact with peers, share diverse perspectives, and reflect on your own beliefs about teaching and learning in K-12 contexts. For more information see the "Participation in Online Discussions" rubric which can be used for self assessment so you can monitor the quality of your own participation and posts. Discussions will occur in whole group (all class members participate) or in small group (you are placed into specific groups to discuss topics). Unless otherwise stated in the discussion forum or updated on the Announcement page, you are expected to respond to posting of at least one (1) other post. Periodically you will also have assignments that ask you to create an activity and post it in the discussion forum to share with the class. When responding to a peer's initial post you can ask a series of follow up questions for that individual to consider, provide an example to support or refute assertions made in that person's post, or make a connection to ideas and insights gained from the posts. Connections can include examples observed in your own experience outside of the class. Examples of discussion posts have been made available to you.
You will be asked to submit some assignments directly to the instructor. You will receive feedback on these tasks either through comments written directly on your work, which is returned to you via Blackboard or on a rubric which is also sent to you via Blackboard. You can find information about submitting assignments and retrieving feedback from the instructor here: http://ww3.wpunj.edu/bb/ng/pdfs/assignment_students.pdf.

All class announcements will be posted on the Announcements page on Blackboard. You are responsible for all updates and announcements throughout the course. **All communications should be made through your WPU email address.** No responses will be made to personal email addresses.

5. Special Accommodations
If you have a disability of any kind and require an accommodation, please speak to the instructor privately as soon as possible.

Evaluation & Grading Procedures
It is the instructor's hope is that each student will gain the maximum knowledge from the coursework. *In most borderline cases, active class participation (defined above) will be the deciding factor when determining final grade*. In sum, the instructor expects your best effort on all assignments and in your class participation. Detailed information on each course assessment identified below is provided on assignment sheets that can be accessed through Blackboard.

Course Assessments

Collaborative Unit Plan (25 %)
Due Day 6
You will work in groups to develop a unit plan. Use the template provided. Your unit should be at least 1 week and it should address literacy and technology standards, provide opportunity for students to develop their multiple literacies, promote critical literacy, and address diversity. Write a 1-2 page reflection of how the unit addresses these areas.

Text Analysis (25%)
Due Day 12
You will research one literary lens through which readers can examine text (see list http://www.kristisiegel.com/theory.htm). Select 3 literature books for children or adolescents. After reading the texts, evaluate them through the lens you researched. Write a 3-5 page paper presenting an overview of the literary theory, your interpretation of the text through that lens, the themes that emerged in the text, and the implications of this in today's classroom. Prepare a 1-2 page handout of how teachers can use this theory and the texts you read to promote critical literacy in their classroom.

Group Project – Literature Circle Multimedia Presentation (25%)
Due Day 13
See separate assignment sheet for specific details on this assignment.

Discussion Participation and Attendance (25%)

TENTATIVE SCHEDULE

Day	Topic/ Agenda	Assignments to Submit/Complete (What is due on this date?)
1	Introduction to the Course	1.Review of Course Expectations 2.Online Resources for Teaching and Learning 3.Introduction to the community of learners
2	Context of 21st Century Literacy Development 1.Re/Defining diversity and literacy	Dyson, A., & Labbo, L. (2003). Popular literacies and the "All" children: Rethinking literacy development for contemporary childhoods. *Language Arts, 81* (2), 100-109. Retrieved from http://www.lerc.educ.ubc.ca/lerc/students/556/LADyson2003.pdf Gee, J. (2000). Teenagers in new times: A new literacy studies perspective. *Journal of Adolescent & Adult Literacy, 43(5)*, 412-420. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=2746129&site=ehost-live

3	Exploring Texts in Print and Non-print; Essential Questions for Examining Texts 1. Strategies that promote students' interaction with texts 2. Video clips – literature circles; reading comprehension strategies that promote critical reading	**Read (jigsaw):** Groups collaborate to discuss/share insights gained from readings Group 1 Moje, E. (2002). But where are the youth? On the value of integrating youth culture into literary theory. *Educational Theory, 52 (1)*, 97 -120. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=6789715&site=ehost-live Group 2 Sullivan, P. (2002). "Reception Moments," Modern literacy theory, & the teaching of literature. *Journal of Adolescent & Adult Literacy, 45(7),* 568 – 577. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=7194485&site=ehost-live
<mark>4</mark>	<mark>Literature Circle meeting</mark>	
5	Instructional Approaches; Strategies for Teaching Literature 1.Using literature to bring multiple perspectives into the classroom 2.Balanced Literacy Classrooms 3.Strategies for selecting appropriate literature (book lists, reviews, awards, WPU resources) 4.Models for examining text and language use in texts	***Teaching Multicultural Literature: A Workshop for the Middle Grades***. **You do not have to register for the workshop**. http://www.learner.org/workshops/tml/ Graves, M., & Philippot, R. (2002). High-interest, easy reading: An important resource for struggling readers. *Preventing School Failure, 46(4),* 179-182. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=7213943&site=ehost-live Moje, E. (2000). Reexamining roles of learner, text, and context in secondary literacy. *The Journal of Educational Research, 93(3),* 165-180. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=2745549&site=ehost-live
<mark>6</mark>	<mark>Collaborative Unit Plan Due</mark>	
<mark>7</mark>	<mark>Literature Circle meeting</mark>	
8	1. Using technology to promote student inquiry	Review the following website http://www.medialit.org/ http://21stcenturyskills.org/index.php?option=com_content&task=view&id=349&Itemid=120 Complete the deconstruction activity: http://www.nmmlp.org/
9	1. Strategies and contexts that get students to think critically about literature ["accountable talk"] 2. Teacher questioning techniques 3. Video clips – a look at students discussions about text, teachers' mini lessons about text	**Read (jigsaw):** Groups collaborate to discuss/share insights gained from readings Group 1 Luna, C. (2003). (Re)Writing the discourses of schooling and of "learning disabilities": The development of critical literacy in a student action group. *Reading & Writing Quarterly, 19*, 253-280.

		http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=9930488&site=ehost-live Group 2 Rogers, R. (2002). "That's what you're here for, you're supposed to tell us": Teaching and learning critical literacy. *Journal of Adolescent & Adult Literacy, 45(8),* 772-787. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=6629898&site=ehost-live
10	Literature Circle meeting	
11	Advocacy; Working with All Stakeholders 1. Rethinking schools 2. Teaching for social justice – defining, characterizing, and contextualizing social justice through classroom examples/ case study exploration and production 3. Teaching for tolerance	Bean, T., & Moni, K. (2003). Developing students' critical literacy: Exploring identity construction in young adult fiction. *Journal of Adolescent & Adult Literacy, 46(8),* 638 – 648. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=9539932&site=ehost-live Moje, E. (1999). From expression to dialogue: A study of social action literacy projects in an urban school setting. *The Urban Review, 31(3),* 305 – 330. http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=11308884&site=ehost-live
12	Wrap Up, Reflection, and Course Evaluation	Text Analysis Paper Due
13	Literature Circle Project & Presentation due	
14	End of Online Course	