



**EDUC 386: Literacy in the Secondary School  
Spring 2023 Section 2: Wednesdays 4:00-6:50 PM**

Zoom Class Dates: 1/25/2023, 2/8/2023, 2/22/2023, 3/8/2023, 3/29/2023, 4/12/2023, 4/26/2023, 5/10/2023 (the remaining coursework will be delivered asynchronously).

Professor: Jenna Cramer, Ed.D. [jcramer@uwsp.edu](mailto:jcramer@uwsp.edu) Office Hours By Appointment

**Course Description**

The purpose of this course is to explore what it means to understand and know content material at the secondary level from a disciplinary literacy perspective. As background, we will consider the history/role of reading methodology and literacy practices. Our major topics/themes will include: disciplinary literacy, literacy strategies with instructional techniques, culturally relevant literacy instruction, collaborative literacy learning, and inquiry through a disciplinary lens. We will integrate *Wisconsin’s Model Academic Standards* and the *Common Core Standards for Literacy in the Disciplines* into our explorations.

**Required Course Materials\***

[Buehl, D. \(2017\). \*Developing readers in the academic disciplines\*. Stenhouse Publishers.](#)

[Lent, R. L. C. \(2016\). \*This is disciplinary literacy: Reading, writing, thinking, and doing ... content area by content area\*.](#)

\*Digital copies of the required course materials and all other texts are provided electronically on Canvas.

**Course Learning Outcomes**

Disciplinary Literacy
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● Understand the difference between content area reading (intermediate literacy) and disciplinary literacy.</li> <li>● Identify content standards that directly relate to literacy instruction within your discipline.</li> <li>● Reflect on the current state of literacy instruction in middle school and high school in the content areas.</li> <li>● Understand how students require increasing specialization for literacy development.</li> <li>● Understand the basic literacy structure of each discipline and what makes each unique.</li> </ul>

## **Literacy Strategies & Instructional Techniques**

### Learning Targets:

- Design & implement developmentally appropriate learning experiences for students.
- Use multiple methods of assessment to monitor student progress and guide teacher's and student's decision making.
- Plan instruction that supports every student in drawing upon knowledge of content areas, curriculum, and cross-disciplinary skills.
- Use a variety of instructional strategies to develop students' skills and apply knowledge in a meaningful way.
- Understand the variety of instructional strategies available to encourage students to develop a deep understanding of content areas.

## **Culturally Relevant Literacy Instruction**

### Learning Targets:

- Understand individual differences and diverse cultural backgrounds to meet student needs.
- Ensure inclusive learning environments that enable all students to meet high standards.
- Connect concepts and use differing perspectives to engage students in critical thinking.
- Provide differentiation for readers with varying reading skills and language including multilingual learners.
- Plan instruction that supports every student in meeting rigorous learning goals.

## **Collaborative Literacy Learning**

### Learning Targets:

- Understand the importance of collaborative learning as a means of engaging students in learning.
- Determine and distinguish the different types of collaborative learning.
- Create environments that promote active engagement in learning.
- Create environments that support individual and collaborative learning.

## **Inquiry Through A Disciplinary Lens**

### Learning Targets:

- Understand the tools of inquiry and models of inquiry-based learning.
- Explain how inquiry nurtures disciplinary literacy.
- Create learning environments that facilitate self motivation.
- Seek collaborative partnerships to advance student learning, collaborate with students, their families, educators and the community.

## Evaluation/Course Requirements

Assignment	Brief Description	Points
Core Text Reflections	During module 1-13 you will write a written reflect on one of the assigned chapters (10 points x 13 submissions).	130
Flip Module Discussions	There are 13 reflective module discussions throughout the course (utilizing Flip). Each discussion is worth 10 points (10 points x 14 discussions). To fulfill requirements, you must post your video reflection (5 pts) and comment on a minimum of two other classmates (5 pts).	130
Applied Learning Module 1 <i>Text Complexity Audit &amp; Reflection</i>	Complete a text complexity audit utilizing a subject area text you may want to use at the secondary level and reflect on its strengths, weaknesses, and the instructional implications.	20
Applied Learning Module 2 <i>Annotation &amp; Text Dependent Questions</i>	Demonstrate your ability to use disciplinary habits of mind while annotating and create text-dependent questions that will support deep student comprehension.	20
Applied Learning Module 3 <i>Culturally Relevant Text Set</i>	Create a culturally relevant text set of 6-8 texts that will guide students to deeply understanding a learning objective.	20
Applied Learning Module 4 <i>Literacy Strategy</i>	Select an instructional literacy strategy and record a lesson guiding us through implementation.	20
Applied Learning Module 5 <i>Inquiry Project Planning</i>	Begin planning for your inquiry project by exploring topics to be investigated, derive research question(s), gather information and sources, create a proposed timeline, and determine how you will present your findings to our class.	20
Applied Learning Module 6 <i>Rehearsal Moves Lesson Plan</i>	Choose a short complex text, or a segment of a longer disciplinary text to demonstrate the rehearsal moves of a literacy strategy you will model within a lesson plan.	20
Applied Learning Module 7 <i>Teacher Interview</i>	Develop questions related to literacy instruction & interview your pre-clinical teacher, department chair, literacy coach, instructional coach, or library media specialist at your pre-clinical school.	20

Applied Learning Module 8 <i>Authentic Texts with Purpose</i>	Find one authentic text you want students (future or preclinical) to read. Reflect on why it is an authentic choice and which of the specific purposes and habits this text would foster.	20
Applied Learning Module 9 <i>Interpreting Visual Texts</i>	Complete the "Questions for Interpreting Visual Text" utilizing a visual text of your choice. Demonstrate how the questions helped guide your understanding of the visual text through a written reflection.	20
Applied Learning Module 10 <i>Disciplinary Writing Strategy</i>	Select a disciplinary writing instructional strategy and record a lesson guiding us through implementation.	20
Applied Learning Module 11 <i>Revising Inquiry Project</i>	Reflect on the progress of your inquiry project by responding to the "Plan for Revising Inquiry Project" and revise. Continue working on your inquiry project and your chosen method of presentation to the class.	20
Applied Learning <i>Collaborative Learning Resource</i>	Create group discussion guidelines (for collaborative learning, group discussions, etc) and/or assessment criteria for collaborative learning/group discussions for future classroom use.	20
Applied Learning Module 13 <i>Annotated Bibliography for Inquiry Project</i>	Choose a topic related to your inquiry project to investigate and create an annotated bibliography of a minimum of five resources around that topic.	20
Applied Learning Module 14 <i>Learning Portfolio</i>	Based on the five course learning outcome themes, purposely select artifacts/evidence from this course to demonstrate your understanding of the learning targets. Include a written reflection with explanation by completing the template.	30
Final: Inquiry Project Share Out & Pre-Clinical Form	Time will be devoted for students to present their inquiry project to the class within their chosen method. All students will upload documentation of completed pre-clinical hours.	150
Total Points Possible		700

### Inclusivity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality,

religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Grading Scale

94 – 100% =A	77 – 79% =C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

## Attendance

Attendance in the class is highly recommended. Each class will involve a discussion of the core text reading (to be completed before class) and class activities and projects (applied learning). It is in your best interest to attend every class and to participate actively. When you are absent from class, the class as a whole and you as an individual miss an opportunity to learn. However, I also understand that illnesses and emergencies occur, and as a result you miss class. If that occurs, please email me so you can get the coursework you missed.

Class content is delivered 100% online. Approximately every other week we will meet synchronously utilizing the Zoom link on Canvas for our Monday class from 4:00-6:50 PM Central Time for the SPRING 2023 semester. Zoom Class Dates: 1/25/2023, 2/8/2023, 2/22/2023, 3/8/2023, 3/29/2023, 4/12/2023, 4/26/2023, 5/10/2023. The remaining coursework will be delivered asynchronously on Canvas the alternate weeks. You will engage in online collaborative discussions utilizing Zoom breakout rooms on synchronous class dates.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below.

## Pre-Clinical Experience

EDUC 386 pre-service educators must complete ten hours of pre-clinical experience. Students will engage in opportunities to observe, apply, and reflect on learning during a pre-clinical experience at a local school or organization. Students are asked to save all documentation from the pre-clinical teaching experience to be submitted at the end of the course as a component of the final.

## Late Work

Your punctual participation and completion is a reflection of your professionalism. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. In general, the best policy is to contact the instructor before an online response or an assignment is late. Extensions may be granted at the discretion of the instructor. All late work, if allowed, is subject to point deductions at the discretion of the instructor. Furthermore, work that is submitted after the course has been completed is subject to university policies and procedures related to incompletes.

## Technology Guidelines

You will need internet access to complete this course. This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety & General Support	Health
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Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646
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### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

### Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student



- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

### Clergy Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clergy Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### Copyright Infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

## Course Schedule

On the following pages is an outline of each module's content, which consists of reading one chapter from the required course texts, discussion, mini-lecture with supplemental text, and an applied learning relating to the module's focus. This also serves as the agenda for each module (in sequential order).



<b>Module 1: January 25 - January 31</b>	
Core Text Reading & Reflection DUE: 1/31	Read Buehl Chapter 1 & complete Core Text Reflection: <i>Why is disciplinary literacy instruction necessary?</i>
Discussion ZOOM: 1/25	<ul style="list-style-type: none"> <li>● Introductions: Why did you choose your specific major/minor?</li> <li>● What is something you hope to gain from this class or a topic you would like to learn more about related to this course?</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 1/31	Text Complexity Text Audit/Reflection & Flip Discussion Takeaways

<b>Module 2: February 1 - February 7</b>	
Core Text Reading & Reflection DUE: 2/1	Read Buehl Chapter 2 & complete Core Text Reflection: <i>What does it mean to read, write and think through a disciplinary lens?</i>
Discussion	<ul style="list-style-type: none"> <li>● Text Audit Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Buehl Chapter 2 Parting Thoughts &amp; Talking Points (p. 74)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 2/7	Text Annotation & Text Dependent Questions & Flip Discussion Takeaways

<b>Module 3: February 8 - February 14</b>	
Core Text Reading & Reflection DUE: 2/8	Read Buehl Chapter 3 & complete Core Text Reflection: <i>How do academic knowledge gaps affect the reading of disciplinary texts?</i>
Discussion ZOOM: 2/8	<ul style="list-style-type: none"> <li>● Text Annotation &amp; Text Dependent Questions Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Buehl Chapter 3 Parting Thoughts &amp; Talking Points (p. 122)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 2/14	Culturally Relevant Text Set & Flip Discussion Takeaways

<b>Module 4: February 15 - February 21</b>	
Core Text Reading & Reflection DUE: 2/15	Read Buehl Chapter 4 & complete Core Text Reflection: <i>What instructional practices prepare students for the reading of complex disciplinary texts?</i>
Discussion	<ul style="list-style-type: none"> <li>● Culturally Relevant Text Set Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Buehl Chapter 4 Parting Thoughts &amp; Talking Points (p. 166)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 2/21	Literacy Strategy & Flip Discussion Takeaways

<b>Module 5: February 22 - February 28</b>	
Core Text Reading & Reflection DUE: 2/22	Read Buehl Chapter 5 & complete Core Text Reflection: <i>How can teachers mentor students as disciplinary readers, writers, and thinkers?</i>
Discussion ZOOM: 2/22	<ul style="list-style-type: none"> <li>● Literacy Strategy Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Buehl Chapter 5 Parting Thoughts &amp; Talking Points (p. 226)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 2/28	Inquiry Project Planning & Top 5 Strategies

<b>Module 6: March 1 - March 7</b>	
Core Text Reading & Reflection DUE: 3/1	Read Buehl Chapter 6 & complete Core Text Reflection: <i>How can instruction scaffold the reading of complex disciplinary texts?</i>
Discussion	<ul style="list-style-type: none"> <li>● Inquiry Project Planning Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Buehl Chapter 6 Parting Thoughts &amp; Talking Points (p. 277-278)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 3/7	Rehearsal Moves Demonstration & Flip Discussion Takeaways

<b>Module 7: March 8 - March 14</b>	
Core Text Reading & Reflection DUE: 3/8	Read Buehl Chapter 7 & complete Core Text Reflection: <i>How can the generic literacy practices be modified to meet the demands of readers and writers in disciplinary contexts?</i>
Discussion ZOOM: 3/8	<ul style="list-style-type: none"> <li>● Rehearsal Moves Demonstration Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Buehl Chapter 7 Parting Thoughts &amp; Talking Points (p. 303)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 3/14	Teacher Interview & Flip Discussion Takeaways

<b>Module 8: March 15 - March 28</b>	
Core Text Reading & Reflection DUE: 3/15	Read Lent Chapter 1 & complete Core Text Reflection: <i>Choose one (or more) of the questions from the Making it Relevant Section at the end of the chapter.</i>
Discussion	<ul style="list-style-type: none"> <li>● Teacher Interview Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Lent Chapter 1 Making It Relevant (p. 11)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 3/28	Authentic Texts with Purpose & Flip Discussion Takeaways

<b>SPRING BREAK: March 18 - March 26</b>	
Core Text Reading & Reflection	N/A
Discussion	N/A
Mini-Lecture & Supplemental Text	N/A
Applied Learning	Optional meeting to discuss inquiry project - schedule a time with your professor via email.

<b>Module 9: March 29 - April 4</b>	
Core Text Reading & Reflection DUE: 3/29	Read Lent Chapter 2 & complete Core Text Reflection: <i>Choose one (or more) of the questions from the Making it Relevant Section at the end of the chapter.</i>
Discussion ZOOM: 3/29	<ul style="list-style-type: none"> <li>● Authentic Texts with Purpose Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Lent Chapter 2 Making It Relevant (p. 59)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 4/4	Interpreting Visual Texts & Flip Discussion Takeaways

<b>Module 10: April 5 - April 11</b>	
Core Text Reading & Reflection DUE: 4/5	Read Lent Chapter 3 & complete Core Text Reflection: <i>Choose one (or more) of the questions from the Making it Relevant Section at the end of the chapter.</i>
Discussion	<ul style="list-style-type: none"> <li>● Interpreting Visual Texts Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Lent Chapter 3 Making It Relevant (p. 101)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 4/11	Disciplinary Writing Strategy & Flip Discussion Takeaways

<b>Module 11: April 12 - April 18</b>	
Core Text Reading & Reflection DUE: 4/12	Read Lent Chapter 4 & complete Core Text Reflection: <i>Choose one (or more) of the questions from the Making it Relevant Section at the end of the chapter.</i>
Discussion ZOOM: 4/12	<ul style="list-style-type: none"> <li>● Disciplinary Writing Strategy Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Lent Chapter 4 Making It Relevant (p. 143)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 4/18	Revisiting Inquiry Project & Flip Discussion Takeaways

<b>Module 12: April 19 - April 25</b>	
Core Text Reading & Reflection DUE: 4/19	Read Lent Chapter 5 & complete Core Text Reflection: <i>Choose one (or more) of the questions from the Making it Relevant Section at the end of the chapter.</i>
Discussion	<ul style="list-style-type: none"> <li>● Revisiting Inquiry Project Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Lent Chapter 5 Making It Relevant (p. 185)</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 4/25	Collaborative Learning Resource & Flip Discussion Takeaways

<b>Module 13: April 26 - May 2</b>	
Core Text Reading & Reflection DUE: 4/26	Read Lent Chapter 6 & complete Core Text Reflection: <i>What made the Food Lit class described throughout Chapter 6 a success?</i>
Discussion ZOOM: 4/26	<ul style="list-style-type: none"> <li>● Collaborative Learning Resource Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Lent Chapter 6 Core Text Reflection Share Out</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 5/2	Annotated Bibliography for Inquiry Project & Flip Discussion Takeaways

<b>Module 14: May 3 - May 10</b>	
Core Text Reading & Reflection	Read & Finalize Inquiry Project
Discussion ZOOM: 5/10	<ul style="list-style-type: none"> <li>● Annotated Bibliography for Inquiry Project Takeaways</li> <li>● Flip Discussion Responses</li> <li>● Learning Portfolio Discussion</li> </ul>
Mini-Lecture & Supplemental Text	Mini-Lecture & complete What→Why→How Organizer Read/view supplemental texts
Applied Learning DUE: 5/10	Learning Portfolio

**FINAL: May 18**

Applied Learning

- Inquiry Project Share Out
- Electronically Submit Pre-Clinical Documentation Form