



Leaning Into Literacy

Self-Directed Course
30 Continuing Education Hours
Final Project Optional: 3 Graduate Credits + 15 Cont. Ed. Hours

Meet the Course Designer



Christopher Bronke
@mrbronke

An energetic teacher, presenter, and leader, Christopher Bronke brings a wealth of research, classroom, and leadership experience to professional learning while empowering participants to reflect deeply upon their own practice to facilitate growth and collaboration. As a practicing English teacher and department chair in Illinois, Bronke is incredibly passionate about supporting others in their learning. Bronke has held numerous teacher leadership positions at the national level including a seat on the Teacher Advisory Council for the Bill and Melinda Gates Foundation, and as the current Chair for the Conference on English Leadership. He holds master's degrees in Teaching and Learning as well as Educational Leadership and is working on his EdD from Northern Illinois University in the field of educational leadership.

Course Description

Students enrolled in this class will explore a deep-dive into the world of literacy including redefining the term itself, exploring the various modes of literacy, and diving into classroom practices. The modules are set up to take learners through a process of understanding and doing so that, by the end, they are ready to create meaningful literacy experiences for their students. Course materials will cover both theory and practice, providing the understandings of key concepts and real examples from literacy classrooms.

Course Objectives and Learning Outcomes

By the end of this course, students will:



- Understand what literacy is in the 21st century and how that impacts our classrooms
- Know strategies to support and assess students literacy learning
- Be able to design literacy instruction and supports for their own classroom and students




- Be able to design appropriate assessments to empower students to demonstrate their literacy learnings




Course Text

There are no required texts for this course; all resources are linked freely in each module along the way.

Course Modules

| MODULE | TOPICS |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Module 1: Rethinking Literacy: what it is and isn't</p> <p>Objectives: students will</p> <ul style="list-style-type: none"> • Understand what literacy is and why it is so vital to a student's success. • Rethink what a "text" is and the implications of "text" in the literacy classroom. <p>Essential Question</p> <ul style="list-style-type: none"> • What is literacy? <p>Activities</p> <ul style="list-style-type: none"> • Choose 2-3 resources to deepen your knowledge • Optional: Discussion and self-reflection • Assessment |
|  | <p>Module 2: Defining Comprehension: teaching to grade-level</p> <p>Objectives: students will</p> <ul style="list-style-type: none"> • Understand what it means to comprehend and why it is important students are comprehending at grade-level. • Begin to think about ways to support all students in getting to and reading at grade-level. <p>Essential Questions</p> <ul style="list-style-type: none"> • What does it mean to comprehend at grade-level? • How can we help ensure all students are reading at grade-level? <p>Activities</p> <ul style="list-style-type: none"> • Choose 2-3 resources to deepen your knowledge • Optional: Discussion and self-reflection |

| | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Assessment |
|  | <p>Module 3: Reading the Page</p> <p>Objectives: students will</p> <ul style="list-style-type: none"> • Understand the difference between and need for both content literacy and discipline-specific literacy. • Know strategies to support students’ reading of “traditional” written text (books, poems, articles, etc.). • Define what close reading of print text is and isn’t. <p>Essential Question</p> <ul style="list-style-type: none"> • How do we support students in the reading and close reading of “traditional” written/printed text? <p>Activities</p> <ul style="list-style-type: none"> • Choose 2-3 resources to deepen your knowledge • Optional: Discussion and self-reflection • Assessment |
|  | <p>Module 4: Learning to Write; Writing to Learn</p> <p>Objectives: students will</p> <ul style="list-style-type: none"> • Understand the ways that writing itself is a tool for learning but also a skill to be taught -- and the importance of both in their classroom. • Know strategies to support students’ writing -- both to learn and to demonstrate learning. <p>Essential Question</p> <ul style="list-style-type: none"> • How can we use writing both as a learning strategy and an assessment tool? <p>Activities</p> <ul style="list-style-type: none"> • Choose 2-3 resources to deepen your knowledge • Optional: Discussion and self-reflection • Assessment |
|  | <p>Module 5: Visual Literacy: reading image to support and develop comprehension</p> <p>Objectives: students will</p> <ul style="list-style-type: none"> • Understand the importance of visual literacy as an essential skill for students. • Know strategies to support students’ reading of visual text. |

| | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Essential Question</p> <ul style="list-style-type: none"> • How do we support students in the reading of visual text? <p>Activities</p> <ul style="list-style-type: none"> • Choose 2-3 resources to deepen your knowledge • Optional: Discussion and self-reflection • Assessment |
|  | <p>Module 6: Verbal Literacy: talking to demonstrate and to make meaning</p> <p>Objectives: students will</p> <ul style="list-style-type: none"> • Understand the difference between and need for talking to demonstrate meaning vs. talking to make meaning. • Know strategies to support students in their verbal literacies. <p>Essential Question</p> <ul style="list-style-type: none"> • How do we support students in the development of verbal literacy? <p>Activities</p> <ul style="list-style-type: none"> • Choose 2-3 resources to deepen your knowledge • Optional: Discussion and self-reflection • Assessment |
|  | <p>Module 7: Supporting through Synthesis: multimodal literacy instruction</p> <p>Objectives: students will</p> <ul style="list-style-type: none"> • Understand the ways that mixing modes can both push and support students' literacy development. • Know strategies to employ and support multimodal literacy instruction and development. <p>Essential Question</p> <ul style="list-style-type: none"> • How do we challenge students with and support them through multimodal literacy work? <p>Activities</p> <ul style="list-style-type: none"> • Choose 2-3 resources to deepen your knowledge • Optional: Discussion and self-reflection • Assessment |
|  | <p>Module 8: Final Thoughts, Key Takeaways, and Other Considerations</p> <p>Objectives: students will</p> |

| | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ● Reflect on all that they have learned and done in modules one through seven. ● Understand how a move towards holistic, comprehensive literacy instruction translates to success on both traditional assessments (standardized testing) and authentic assessments. ● Understand additional considerations for successful literacy instruction. ● Articulate and defend their vision for a successful literacy classroom. <p>Essential Question</p> <ul style="list-style-type: none"> ● What is my vision for a successful literacy classroom? <p>Activities</p> <ul style="list-style-type: none"> ● Choose 2-3 resources to deepen your knowledge ● Optional: Discussion and self-reflection ● Assessment |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Final Project

Graduate Credits

You have the option to receive 3 continuing education graduate credits with the course. Register for the course + graduate credits or add on the graduate credit section at any time. Upon successful completion of the course and graduate final project, you will receive 3 accredited continuing education graduate credits from your choice of one of our university partners ([University of Massachusetts Global](#) or [Teachers College of San Joaquin](#)) and a completion certificate for 15 additional continuing education hours (in addition to the 30 hours you received for the course).

The final project is required for students taking the course for graduate credits but all are welcome to participate. It is a great opportunity to self-reflect and to implement the course learnings. Share your final project with colleagues, classmates, or on the discussion board! You just won't receive feedback or a grade from the course instructor unless you signed up for graduate credits.

Final Project Assignment

The Goal: Students will demonstrate their understanding of the essential philosophical and practical aspects of a successful 21st Century literacy program.

The Ask: Considering the context of your current role and all of the materials shared, lessons learned, and work done in this course, create a product that demonstrates your understanding of both the philosophical/theoretical and practical aspects and components of a successful 21st Century literacy

program. You can choose to create a course syllabus/outline, series of lessons, an entire unit, or professional learning experience for your learners. Because this provides you with graduate credits, it is critical that the project shows a depth of knowledge and how the course impacted your approach to literacy instruction.

Take a **risk** and share your learning in a new way - lots of options and choices available! This product will be evaluated using the one-point rubrics below. Mastery must be met on all four standards to pass this class. Revisions will be allowed. Learn more about [universally designed rubrics here](#).

| Introduction | | |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Evidence of Mastery | The Standard | Areas for Growth |
| | Student reflects openly on where their understanding of literacy instruction was before the class and the ways in which that understanding impacted/played out within their role in education. | |
| Level of Performance Rating | | |
| Not there yet... | Met Expectations | Exceeded Expectations |

| Philosophical/Theoretical Understandings: The Annotated Bibliography | | |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Evidence of Mastery | The Standard | Areas for Growth |
| | The annotated bibliography demonstrates a deep understanding of the key philosophical aspects of literacy such as teaching to grade level, content-area literacy vs. discipline-specific literacy, a robust understanding and appreciation of "text" as more than just books, and what comprehension really means and looks like. A minimum of 10 sources is discussed as part of this section. | |
| Level of Performance Rating | | |
| Not there yet... | Met Expectations | Exceeded Expectations |

Practical Understandings and Implementations: The Actual Project

| Evidence of Mastery | The Standard | Areas for Growth |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | The final product moves beyond simply viewing literacy as reading the page but demonstrates the ability to incorporate multiple literacies individually and in a multi-modal fashion to help empower all learners. It is clear that the project is impacted by the resources, theories, and examples shared throughout the course modules. | |
| Level of Performance Rating | | |
| Not there yet... | Met Expectations | Exceeded Expectations |

Closing Reflection

| Evidence of Mastery | The Standard | Areas for Growth |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | Closing reflection clearly discusses, specifically, how the resources from this course directly impacted the creation of the final product. The reflection also considers challenges and next steps for literacy within their role in education. | |
| Level of Performance Rating | | |
| Not there yet... | Met Expectations | Exceeded Expectations |