

## Appendix A

**4E Project***Defining and Developing Culturally Relevant Disciplinary Literacy Instruction***Project Description:**

This course focuses on literacy in the content areas, and ideas about what it means to be literate in each discipline, commonly referred to as disciplinary literacy. Specifically, Moje (2015) argues that inquiry is a critical element of disciplinary literacy learning. She states:

To teach disciplinary literacy, teachers need to involve learners in inquiry that allows the learner to gain insight into how questions are asked and examined and how conclusions are drawn, supported, communicated, contested, and defended” (p. 257).

Also central to this course is the understanding and practice of culturally relevant pedagogy in reaching all learners. As Ladson-Billings’ (2017) notes:

Culturally relevant teachers work hard to help students engage in meaningful projects that solve problems that matter in their lives. They also work to help students develop a critical consciousness that allows them to question the veracity of what they read I classrooms and pose powerful questions about social, cultural, economic, political, and other problems of living in a democracy that attempts to serve a diverse populace (p. 146)

This project highlights disciplinary literacy as culturally relevant pedagogy and requires you to conceptualize how you might engage your future students in such learning by focusing on Moje’s (2015) Engagement level of her 4E framework (see the Moje article assigned for class reading).

**Purpose of the Project:**

The purpose of this assignment is to engage you in a structured and creative opportunity to reflect your understanding of culturally relevant disciplinary literacy.

**Project Goals/Objectives:**

The following objectives are assessed through this project. Your proposal must provide evidence related to all of the objectives:

- Show that you can articulate the importance of disciplinary literacy in content instruction.
- Show that you understand what culturally relevant methods are appropriate for helping your students become literate in your discipline of focus.

- Show that you understand what texts are, their power in student learning, the importance of considerate text selection, and how texts may promote disciplinary literacy.
- Show that you can articulate a problem necessary to frame culturally and socially relevant inquiry in the content area you plan to teach.
- Show that you can use research methods to develop a culturally relevant working definition of literacy in your discipline.

**Project Guidelines:**

To successfully complete this project, you will (a) provide a thorough, research-based explanation (minimum of 4 sources) of what it means to be literate in the discipline you are preparing to teaching (special education majors may choose a discipline of focus), and (b) develop an inquiry-based lesson/project for your discipline of study using the six practices of the disciplinary cycle described in the Engagement level of Moje's (2015) 4E heuristic framework (see Figure 1 on p. 262 of article). [We will discuss this in greater detail on January 19.] Thus, your paper will be divided into the following two major sections and subsections:

- I. Defining Culturally Relevant Disciplinary Literacy in [Your Content Area]
  - a. What it means to be literate in this discipline
  - b. How you arrived at this definition (i.e., explain the research process you engaged in to develop your definition/description)
  - c. The role culturally relevant instruction plays in this definition
- II. Inquiry-Based Lesson/Project for Culturally Relevant Disciplinary Literacy in [Your Content Area]
  - a. Problem for inquiry
  - b. Data/text to be used in inquiry
  - c. Incorporating multimodal media and text
  - d. Analyzing, summarizing, and synthesizing findings
  - e. Examining and evaluating claims
  - f. Communicating claims

*You will need to describe a total of **three** literacy strategies learned in this course that you will implement in subsections II d-f.*

- III. Reflection on Defining Culturally Relevant Disciplinary Literacy and Developing a Lesson/Project
  - a. What was easy or logical?
  - b. What was challenging?
  - c. What benefits and challenges do you foresee in using this definition of literacy and type of lesson/project in your future classroom?

**Grading:**

A rubric describing the learning outcomes and evaluation criteria will be distributed in class.

