



EDCI 517 Reading and Learning in K-12 Content Areas

COURSE SYLLABUS: SPRING 2016

Instructor: Dr. Juan Araujo, Assistant Professor
Office Location: Ed South 220
Class Location: Dallas
Class Hours: Fridays 1:30 to 3:30 pm
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

McLaughlin, M. (2010). *Content Area Reading: Teaching and Learning in an Age of Multiple Literacies*. Pearson Education, Inc.

Note: This class does not use Myeducationlab. If you order the textbook online use the following ISBN: 978 0205 48 6618

Course Description:

This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels.

Student Learning Outcomes:

By the conclusion of the course, the student will demonstrate a working knowledge of the following outcomes:

1. The learner will evaluate the needs of students and connect them with the goals of the teacher and the curricular demands of subject areas;
2. The learner will analyze curriculum and instruction by using varied resources to enable all students to become successful readers and writers;
3. The learner will demonstrate how to assist students with acquiring the knowledge, skills, and ability to comprehend expository text, and to interact with and use teacher directed and reader-based content reading strategies;
4. The learner will employ techniques to encourage the development and use of higher-order thinking skills in all students;

5. The learner will develop effective instructional strategies through the integration of teaching and technology; and
6. The learner will design reading and literacy instruction in the content areas that will enable all students to reach educational goals and achievements.

ELA/Reading Standards:

Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11. Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:

Standard 1. Domain 1.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline;
- 1.11k current research on best pedagogical practices.
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.15k the importance of aligning instructional goals with campus and district goals.
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.5k the necessity of communicating teacher expectations for student learning
- 2.6k how classroom routines and procedures affect student learning and achievement;

- 2.7k how to organize student groups to facilitate cooperation and productivity;
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.22k physical accessibility as a potential issue in student learning; and
- 2.23k students' emotional needs and ways to address needs.
- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
- 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.8s schedule activities and manage class time in ways that maximize student learning;
- 2.18s organize the physical environment to facilitate learning;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain III.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student's learning.
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.
- 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.19s adjust instruction based on ongoing assessment of student understanding; and
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
- 4.17s serve as an advocate for students and the profession;
- 4.18s maintain accurate records; and
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Dyslexia and other language disorders:

- Teachers will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.
- Teachers will develop an understanding for "related disorders" like developmental auditory imperception, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- Teachers will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.
- Teachers will be familiar with planning, delivering and accommodating multisensory instruction for students with dyslexia and other language disorders regardless of English language learners.
- Teachers will learn how to provide multisensory instruction to students who are having difficulty learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- Teachers will be aware that evidenced-based identification materials are available

COURSE REQUIREMENTS

Instructional / Methods / Tasks / Projects / Assessments

This course occurs in a digital learning environment designed with a module format. All modules will be open the first day of class with due dates for each module's reading task, discussion, quiz and performance task. You will be expected to read assigned material, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects by the due date. Late work will not be accepted. Therefore you need to demonstrate a level of time management that allows you to meet due dates as posted.

Participate in all online group/class discussions. There will be an opportunity to work as an individual, with a partner or in a group of 3-4 students. Working with a partner or in a group requires you to follow my CCC: collaboration, cooperation, and completion.

This means, as an adult learner, you will collaborate with another student or students in a cooperative manner to complete a quality product. I truly believe two minds are better than one so I encourage partnerships or groups. However, I WILL NOT mediate should an issue arise pertaining to CCC; you are expected to find a resolution. You will always have the choice to opt out of the partnership or group and work as an individual.

Therefore, you are expected to show a level of professionalism and stay actively engaged with your partner or the group through communication and contributions to complete the project.

Read required textbook. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; you are expected to read/reflect for meaning.

Reflections: The student may be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

Written tasks: Completion of all written discussions/reflections and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Projects are to be completed and turned in according to the due dates posted in eCollege for each module. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with a late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with:

- Internet access (high-speed preferred)
- Microphone for VoiceThread and classlive sessions throughout the semester.
- Speakers so you can hear me and other students during our classlive sessions (when scheduled) and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you can email me via my preferred email: juan.araujo@tamuc.edu

You may also use eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about module assignments, course due dates, etc.), please contact me through the "Virtual Office" under Course Home in eCollege. If you have a personal issue contact me through my preferred email: juan.araujo@tamuc.edu

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m. - 5:00 p.m., Monday through Friday.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the digital learning environment (eCollege) and your digital learning community. You are to expect the same of me. This includes your successful completion of each module and I will provide a timely grade feedback. If you are having difficulty do not wait until the day before the module's due date to contact me.

1. All course/content questions should be sent to juan.araujo@tamuc.edu. I check it daily Monday - Friday. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

Instructional Methods / Activities / Assessments

- Written assignments must be well-written, typed, and error-free.
- No late assignments!
If it is TWO days or more late you will receive NO credit.

Grading:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

TECHNOLOGY REQUIREMENTS

Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:

. Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials/assignments/notes; however, it is your responsibility to contact your buddy for this information.

Name of Peer	Phone Number	E-mail Address

2. Professionalism: You will be evaluated on your growth in becoming a professional teacher.

You must:

a. **Engage in self-evaluation processes:** This will be done by using the rubrics provided for class projects.

b. **Demonstrate professionalism:** This will be done by:

(a) online participation,

(b) paying attention,

(c) participating actively and constructively,

(d) being responsible and prepared,

(e) being an equal partner in group work,

(f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher

Education Program Handbook and Professional Behavioral Standards Evaluation

Form),

(g) following the tenets of common decency and acceptable behavior. Code of student

conduct can be found under discipline in the student's guidebook.

Your grade will be adjusted based upon these criteria (see grading section).

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan according.

3. Written Assignments: All written assignments are expected to exhibit **professional quality**. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT**. Begin that practice now! Therefore, if you need extra help, the **Writing Center** can assist you.

a. Written Assignments should be:

*double spaced

*1" top and left side margins, 1" bottom and right side margins

*12 point font size

*revised for clarity and meaning

*edited for accuracy in grammar and mechanics

*saved on computer disk or copied on paper for your records

b. Academic Integrity/Honest Statement:

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

University Specific Procedures:

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132**

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)

COURSE OUTLINE/CALENDAR (Due Dates subject to change)

Schedule for spring 2015: Module topics/dates are tentative and subject to change. Requirements for each module will include a Reading Assignment and the following Assignments: Performance Project, Discussion, and Quiz. A more detailed schedule of work will be provided to students the first day of class.

EDCI 517 Assignments

Literacy History (100 points)

Knowing the kinds of educational experiences our students have had in the past will help us teach them more effectively. We can learn about their past experiences in a variety of ways, including asking them to write their own Literacy Histories. A Literacy History describes a person's literacy experiences from earliest memory to present day. To fully understand how the past influences the future, you will write your Literacy History.

3 Discussion Posts (160 points)

Each e-college module requires that you respond to an inquiry question. After you post your response to the inquiry question you will also constructively respond to **two** others' post (see E-College column in the course calendar).

3 Quizzes (75 points)

Modules 1, 2, and 3 contain a short quiz to gauge instruction. You will be expected to complete the quizzes on the Sunday by midnight (see E-College column in the course calendar).

How We Learn (300 points)

- Thinking While Reading
- Vocabulary Development
- Writing to Learn

Textbook Evaluation (100 points) With this assignment you will select a textbook or informational text from a content area at your grade level. You will then evaluate the textbook or informational text using the criteria on p. 119 Fig. 8.3. You will then identify the text pattern using the criteria on pp. 124-125. Finally, generate questions. To do this you will choose a topic from the textbook or informational text and use Ciardiello's signal words to develop one question at each level (p.120, Fig. 8.5).

Creativity/Merging the arts (100 points)

It is important to use the arts in content area classrooms. Merging the efferent and aesthetics literacy perspectives allows students to make lasting connections.

Webliography (25 points)

The purpose of this assignment will be for you to find an example of portfolio assessment and load it to the webliography section in e-college.

Diagnostic Teaching (100 points)

Part one, find a website that focuses on inquiry-based teaching and learning (pp. 196-206). Develop a lesson. Include TEKS, goals, accommodations, and rubrics.

Part two, find a website that focuses on performance assessment (pp. 243-248). Find or create a performance assessment rubric (p. 248).

Content Area Resource Anthology (600 Points)

This assignment is an internet-based compilation of instructional resources you can use in your teaching. Begin by selecting a topic that you would like to investigate—one that you believe will enhance your teaching and deepen students' understanding. After you discuss the topic with your instructor, begin your investigation. Your CARA project should include a contents page, reflection section, use of the arts, mentor texts, informational articles, websites, and some videos (You Tube).

EDCI 517 Calendar

Week	E-College	Date	Readings	Assignment
1 F-to-F		1/8	McKenna, M. C., & Robinson, R. D. (November 1990). Content literacy: A definition and implications. <i>Journal of Reading</i> , 34(3), 184-186.	
2 Online			1. Teaching in the 21 st Century (pp. 1-12) 2. Teaching and Learning in an age of multiple literacies (pp. 13-26)	Literacy History (upload to e-college by Sunday, January 31)
3 F-to-F	Module # 1	2/5	3. Standards based teaching and high stakes assessments (pp. 27-42) 11. Using technology in the content areas (pp. 178-193)	Quiz # 1 Discussion Posts (Due Sunday, February 7)
4 Online			4. Comprehending content area text (pp. 42-61) 5. Using comprehension strategies to guide thinking (pp. 62-77)	
5 Online	Module # 2		6. Using comprehension strategies to extend thinking (pp. 78-92) 7. Teaching vocabulary in the content areas (pp. 93-111) 10. Writing in the content areas (pp. 157-178)	Quiz # 2 How We Learn Discussion Posts (Due Sunday, February 21)
6 Online				
7 F-to-F		3/4	8. Organizing for teaching and learning (pp. 112-137)	
8 Online	Module # 3		9. Teaching culturally and linguistically diverse learners (pp. 138-156) 13. Poetry, Drama, Music and Art (pp. 211-230)	Quiz # 3 Textbook Evaluation Discussion Posts (Due Sunday, March 13)
9 Online			Teaching students with dyslexia and other disorders	
10 Online				
11 Online			10. Writing in the content areas (pp. 157-178) 12. Inquiry: Key to critical and creative thinking in the content areas (pp. 194-209) 14. Course-Based Assessment, Evaluation, and Reporting (pp. 231-252)	
12 F-to-F	Module # 4	4/8		Webliography Diagnostic Teaching (Planning and

				Assessment, April 10)
13 Online			Putting it all together	
14 Online			Putting it all together	
15 F-to-F	Module # 5	5/6	Sharing your CARA Project	Content Area Resource Anthology (Due day of Presentation)

McLaughlin, M. (2010). *Content area reading: Teaching and learning in the age of multiple literacies*. Pearson Publications.