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EDRE 471 671-01 Content Area Literacy

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XAVIER UNIVERSITY

College of Professional Sciences
School of Education

EDRE 471/671 CONTENT AREA LITERACY (3 credit hours)
Wednesday   7:15 p.m. - 9:45 p.m.   Spring 2018
Location Hailstones 3

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School of Education Mission Statement:

In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Catalogue Description:

This course is intended to introduce pre-service teachers to the why and how of promoting basic higher order literacy. Reading and thinking is a collateral part of specific subject instruction, thus teachers need to know about literacy and content reading and about their student's abilities to learn from reading and the language arts. The focus of this course will be to address the specifics of how to teach reading in content genre and how to provide support to students in comprehension at every stage of the process: pre-reading, during reading, and post reading.

Course Overview:

The purpose of this course is to provide methods and strategies for teaching the reading skills necessary to be successful in the content area subjects. With a theoretical foundation, this reading course includes skills and strategies that can be used to assist students' comprehension in these subjects. Teaching emphasis will be placed on comprehension, readability formulas, vocabulary development, and study strategies. Techniques and curricula for developing the inter-disciplinary aspects of these subjects will be included. This course will also include adaptations of strategies to meet the needs of diverse students and disciplines.

Student Learning Outcomes:

I.R.A. - NCTE Standards for English Language Arts as Applicable to Content Reading:

Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Ohio Standards for the Teaching Profession (OSTP):

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity.

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Course Outcomes:

• Develop and implement instructional plans that reflect an understanding of strategies particular to content area teaching (NCTE 7, NCTE 8, NCTE 11, OSTP 2)
• Choose assessment practices that are linked to instruction and intervention (NCTE 7, NCTE 8, OSTP 2)
• Indicate vocabulary development strategies most effective for content areas (NCTE 3)
• Develop content and student-specific strategies to increase content reading comprehension (NCTE 3)
• Understand key concepts related to student-centered activity in the classroom (NCTE 1, OSTP 1)
• Design and implement graphic organizer for the purpose of enhancing reading comprehension (NCTE 3, NCTE 7)
• Gather and review supplementary materials to support and enhance comprehension, interest, and motivation in the content areas (NCTE 8)
• Adapt instructional strategies to meet the needs of diverse students (NCTE 9, OSTP 1)

Required Texts:
Vacca, Richard T., Vacca, Jo Anne L., and Maryann E. Mraz. Content Area Reading: Literacy and Learning Across the Curriculum. 12th edition. Allyn and Bacon Publishers. 2017.

Course Policies:

Attendance:
The Xavier University catalogue states "In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure." As people who highly value education, it is important that you attend *all* class sessions. Your participation and attendance in class is critical. Attendance will be taken every class period through a student sign-in sheet that will be checked by the professor. Please be on time, as punctuality is an indicator of consideration for your fellow educators. All students should **arrive on time** and **remain in class** for the duration of the meeting. Failure to attend class meetings will result in a lower class grade and possible course failure.

NOTE: 1 absence = no penalty. **2-3 absences =** all exams are done individually. **4 or more absences =** student must withdrawal from course or receive a VF (voluntary failure).

Quality of Work:
All assignments must be typed with correct grammar and spelling. As college students in an education course, APA style is expected. **Completion does not insure receiving all of the allotted points.** Students who fail to provide quality assignments will receive a lower grade. Grades will not be disputed. Assignments turned in late will receive a maximum of half the possible points allowed. NOTE: All work is expected to be prepared in a thoughtful and professional manner. In order to receive full credit, work must be: (1) Professional - insightful, free of spelling, grammatical, and all mechanical errors. (2) Submitted on time – deductions will be taken for all late or incomplete work. (3) Neatly word-processed, double-spaced, APA format (4) Ethical – in line with ethical standards, and (5) Outstanding quality through evidence of critical thinking and deep reflection.

Academic Honesty:
The School of Education values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Class Participation:
Participation is necessary for sharing ideas and building a sense of community. Participation includes, but is not limited to contribution of ideas in class, answering questions, pre-class preparation, submission of assignments in a timely manner, and being respectful of the differing ideas, opinions, and experiences of others. *Students are expected to be fully prepared and to become actively involved in activities, discussions, and exercises.* This course is part of an accredited teacher preparation program, which leads to a professional license. The teacher candidates are required to demonstrate professional attitudes, dress, behavior, and academic demeanor in class and during field experiences. Unprofessional behavior may result in a lower course grade. All assignments must be turned in to the instructor on or before the assigned due date. **NOTE:** Please turn off or silence all phones/pagers before class. Do not use your

computers in class for activities unrelated to our class material. Please close computers except when taking notes.

Academic Support:

Learning Assistance Center -

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. http://www.xavier.edu/lac It is our goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact Cassandra Jones to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 745-3280 on the fifth floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

Office of Student Success –

Location: 514 Conaton Learning CommonsPhone: 513 -745-3036Email: studentretention@xavier.eduThe Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

Writing Center - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/writingcenter/

Mathematics Tutoring Lab - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. http://www.xavier.edu/mathematics/Math-Lab.cfm

Course Requirements:

Weekly Journal Assignments (10 x 10 pts each)	100 pts
Text Book Analysis	100 pts
Interdisciplinary Lesson Plan	50 pts
Webquest Evaluation	50 pts
Understanding By Design Unit Plan	150 pts
Content Literacy Article Critiques (2 x 50 pts each)	100 pts
Midterm Exam	150 pts
Final Exam	150 pts
Practicum Reflection	100 pts
GRADUATE ONLY: 3 Tiered Lesson Plan	150 pts

TOTAL POSSIBLE   950 pts
(1100 pts GRAD)

Course Requirement Descriptors:

Course Exams   150 pts. each
The exams will require synthesis and application of ideas from class discussions, the text, and selected readings. Attendance on test days is mandatory. Failure to attend the testing session without instructor's consent will result in zero (0) points for the test grade.
(NCTE/IRA 1, 3, 7, 8, 9; OSPT 1, 2)

Interdisciplinary Lesson Plan   50 pts.
An interdisciplinary lesson plan will be fully developed. The plan will use a content area trade book or textbook as the anchor for the lesson, which involves Reading/Language Arts as well as one other content area: Science, Social Studies, or Math. Benchmarks and G.L.I.'s must be identified for each content area addressed. Undergraduate students will use TaskStream. Graduate students will use provided form.
(NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)

Weekly Reflections   10 pts. each
There will be 10 reflections due during the course of the semester written on topics discussed in class and relevant to the assigned readings. The reflections must be written answering the prompt with accurate professional language, correct grammar, and punctuation. Note the dates on the course calendar.
(NCTE/IRA 1, 3, 7, 8, 9; OSPT 1, 2)

Textbook Analysis   100 pts.
Students will complete and in-depth analysis in their content area or in a related area. Students will evaluate the following: readability, usability, and diversity for the selected textbook. This assignment completed in class.
(NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)

Article Critiques   50 pts. each
The article critiques will be completed using current articles from educational journals. The articles will be ones the student finds interesting and relevant to content area reading. The reviews must be typed, double-spaced, and using 12 point font. Length should be (2) full pages.
(NCTE/IRA 8, 9, 10; OSTP 1, 2)

Webquest Evaluation   **50 pts.**
Each student will evaluate a Webquest on a specific topic related to his/her content discipline. The key components of the Webquest to be evaluated are: Introduction, Task, Process Steps, Resources (web addresses and supplemental materials), and Evaluation (rubric).
(NCTE/IRA 1, 3, 7, 8, 9, 11; OSTP 1, 2)

Understanding by Design (UbD) Unit Plan   **150 pts**
A unit plan following the UbD model will be created. The unit plan should integrate areas of literacy into the content area. All activities must be based in reading comprehension and vocabulary development.
(NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)

Field Experience (practicum)   **100 pts**
Students will practice skills learned in class in an elementary school setting. The focus should be on teaching content vocabulary and comprehension. Undergraduate students must complete 5 practicum hours. Graduate students must complete 15 practicum hours. A reflection will be completed and submitted with the documented hours.
(NCTE 11, OSTP 1, 2)

GRADUATE ONLY:
3 Tiered Differentiated Lesson Plan   **150 pts.**
A 3-tiered differentiated lesson plan will be created based upon the interdisciplinary lesson plan designed as a regular requirement for the course. This plan will be fully developed. A formatted blank lesson plan template will be provided. Again, this lesson plan must include both reading and at least one content area. The goal of the lesson plan is to create "different work or activities" for each of the three readiness groups in the tiered lesson plan.
(NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)

Undergraduate Grading Scale:		**Graduate Grading Scale:**	
100 - 94	= A	100 – 94	= A
93 - 90	= A-	93 - 90	= A-
89 - 87	= B+	89 – 87	= B+
86 – 84	= B	86 – 84	= B
83 - 80	= B-	83 – 80	= B-
79 - 77	= C+	79 – 77	= C+
76 - 73	= C	76 – 74	= C
72 - 70	= C-	below 74	= F
69 - 67	= D+		
66 - 63	= D		
62 - 60	= D-		
below 60	= F		

DATES	COURSE CALENDAR (subject to change)	DUE
January 10	Course Overview The Reading Process Balanced Literacy – 5 Big Ideas in Literacy Content Literacy Defined **Vacca and Vacca: Chapter 1** (OSTP: 1.1, 1.2, 2.1)	
January 17	Planning for Content Instruction Interdisciplinary Lesson Planning Cooperative Learning and Grouping Strategies Jigsaw Technique **Vacca and Vacca: Chapter 5** (OSTP: 1.3, 2.1, 5.2, 5.3, 5.4)	
January 24	Before Reading Comprehension Strategies: Activating Prior Knowledge The Role of Schema Anticipation Guides and R.I.V.E.T.s **Vacca and Vacca: Chapters 6** (OSTP: 1.1, 1.3, 2.1, 2.3)	*REFLECTION #1*
January 31	During and After Reading Comprehension Strategies: DR-TA, Think Alouds, KWL's, QtA, QAR, 3 Leveled Guides **Vacca and Vacca: Chapter 7** (OSTP: 1.1, 1.3, 2.1, 2.3)	*REFLECTION #2*
February 7	Developing Vocabulary: B-D-A Vocabulary Graphic Organizers **Vacca and Vacca: Chapter 8** (OSTP: 1.3 and 2.3)	*REFLECTION #3* *ARTICLE CRITIQUE #1*
February 14	Differentiation – Cogs of the Wheel Content, Process, and Product Tiered Lesson Plans, Compacting, and Contracting, Choice Menus and Matrices (OSTP: 4.2, 5.1, 5.2, 5.3, 5.4)	*REFLECTION #4*
February 21	Role of Technology AIR – accessibility features Webquests: Developing and Evaluating Evaluating Websites **Vacca and Vacca: Chapter 2** (OSTP: 1.3, 2.1, 2.3)	*REFLECTION #5* *LESSON PLAN*
February 28	Midterm Exam (in-class)	***MIDTERM EXAM***
March 7	**Spring Break** **-No class**	***No class***

March 14	Interdisciplinary Units of Study Understanding By Design (UbD) Backward Design (OSTP: 1.3, 2.1, 5.2, 5.3, 5.4)	
March 21	Textbooks and Trade Texts: Analyzing and Evaluating Texts Diversity and Bias in Texts Informational Text Structures/Features **Vacca and Vacca: Chapter 11** (OSTP: 1.3, 2.1, 2.3, 4.1, 4.2)	*REFLECTION #6* *THREE TIERED LESSON PLAN* **(GRAD ONLY)**
March 28	Assessing Texts: Lexile Levels, Readability Tests, Cloze Tests Assessment Literacy **Vacca and Vacca: Chapter 4** (OSTP: 3.1, 3.2, 3.3, 3.4)	*REFLECTION #7* *ARTICLE CRITIQUE #2*
April 4	Assessing Student Learning: Contextualized vs. Decontextualized Rubrics and Portfolios Assessment Blueprints **Vacca and Vacca: Chapter 4** (OSTP: 3.1, 3.2, 3.3, 3.4)	*REFLECTION #8* *TEXTBOOK ANALYSIS*
April 11	Writing Across the Curriculum Writing Process Approach Writer's Workshop Format Rubrics for Scoring Writing (Ohio versus 6 +1) **Vacca and Vacca: Chapter 9** (OSTP: 1.1, 2.1, 5.1, 5.2, 5.3, 5.4)	*REFLECTION #9* *WEBQUEST EVALUATION*
April 18	Studying Texts: Navigating Informational Text Non-fiction Reading Strategies Study Strategies and Note-Taking Methods **Vacca and Vacca: Chapter 10** (OSTP: 2.1, 2.2, 2.3)	*REFLECTION #10* *UbD UNIT PLAN*
April 25	Final Exam (in-class)	***FINAL EXAM***
May 2	Review Final Exam Return All Graded Materials Course Wrap-Up and Evaluations	