

Xavier University

Exhibit

Education Syllabi Fall 2012

Education Syllabi 2012

2012

EDRE 671-05 Content Area Literacy: Early Childhood Focus

Deborah Freimuth
freimuthd@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/education_syllabi_fall_2012

Recommended Citation

Freimuth, Deborah, "EDRE 671-05 Content Area Literacy: Early Childhood Focus" (2012). *Education Syllabi Fall 2012*. 69.

https://www.exhibit.xavier.edu/education_syllabi_fall_2012/69

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2012 at Exhibit. It has been accepted for inclusion in Education Syllabi Fall 2012 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

XAVIER UNIVERSITY
Content Area Literacy (Early Childhood Focus): EDRE 671-05
Fall 2012 August 22-December 12, 2012
Wednesday 7:00-9:45 p.m. Hailstones Hall 3 (3 credit hours)

Instructor

Deborah Freimuth, M.Ed.
(513) 863-3224 Home
(513) 237-9195 Cell
(513) 745-3701 Childhood Education & Literacy Office
freimuthd@xavier.edu
Office Hours - by appointment
Office Location - 307 Hailstones Hall (Childhood Education & Literacy Office)
Mail Location (ML)-3231

Xavier University
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy

Mission Statements

Department of Childhood Education and Literacy

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Xavier University Mission Statement

Xavier's mission is to educate. Our essential activity is the interaction of students and faculty in an educational experience characterized by critical thinking and articulate expression with specific attention given to ethical issues and values.

Xavier is a Catholic institution in the Jesuit tradition, an urban university firmly rooted in the principles and conviction of the Judeo-Christian tradition and in the best ideals of American heritage.

Xavier is an educational community dedicated to the pursuit of knowledge, to the orderly discussion of issues confronting society; and, as would befit an American institution grounded in the humanities and sciences, Xavier is committed unreservedly to open and free inquiry.

Xavier, while primarily an undergraduate institution emphasizing the liberal arts, is also committed to providing graduate and professional education in areas of its demonstrated competence and where it meets

a particular need of society, especially of Xavier's regional constituency. Faculty members, moreover, are strongly encouraged to engage in research outside the classroom in order to maintain the professional standing of the institution.

With attention to the student as an individual, Jesuit education seeks to develop: 1. Intellectual skills for both a full life in the human community and service in the Kingdom of God; 2. Critical attention to the underlying philosophical and theological implications of the issues; 3. A world view that is oriented to responsible action and recognizes the intrinsic value of the natural and human values; 4. An understanding and communication of the moral and religious values through personal concern and lived witness, as well as by precept of instruction; and 5. A sense of the whole person- body, mind, and spirit.

In keeping with the Jesuit tradition, Xavier believes that religious insights are complementary to the intellectual life, and that a continuing synthesis of the Christian perspective with all other forms of human knowledge is conducive to wisdom and understanding. Xavier shares in worldwide Jesuit commitment to a creative and intelligent engagement with questions of peace and justice.

Xavier aims to provide all students with a supportive learning environment which offers opportunities for identifying personal needs, setting goals, and developing recreational and aesthetic interests and skills for daily living and leadership. The self-understanding and interpersonal development that result are vital corollaries to a student's academic development.

Xavier believes that these goals can be achieved only through academic programs of high quality that are served by faculty devoted primarily to excellence in teaching, are nurtured by scholarship and research and are supported by a broad range of university and student life programs.

Catalogue Description

The teaching of reading across the curriculum. Skill development, diagnostic techniques, prescriptive teaching, readability formulas and strategies, and materials for early childhood through secondary teaching. A minimum of 15 hours (5 hours for undergraduate credit) of field work required.

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 interdisciplinary aspects of these subjects will be included. This course will also include adaptations of strategies to meet the needs of diverse students and disciplines.

Required Text

Vacca, Vacca and Mraz. 2011. *Content Area Reading: Literacy and Learning Across the Curriculum*. Boston: Pearson

STANDARDS:

NCTE/IRA Standards Addressed in Class

Standard 1. Students read a wide range of print and nonprint texts to build an understanding of texts, of them-selves, 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 nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8. Students use a variety of technological and informational 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.

OSTP Standards Addressed in Class

Standard 1: Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

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)

Course Requirements

Note: Reading Course Standards in parenthesis

The following provide an overview of the course requirements. Each requirement will have its own rubric for grading. Descriptions for each assignment will be given preceding the activity.

1. Article Critique (100 points)

(NCTE Standards 8, 9, 11)

The article critique will be completed using current articles from educational journals. The critique will be on an article the student finds interesting and relevant to content area reading. The paper will consist of a summary of the article along with a personal connection to or reflection of the article. A copy of the article is to be provided at turn in for the instructor to keep.

The reviews must be word-processed and double spaced. Approximate length will be 2-3 pages. Findings will be shared with the class.

2. Tests: Midterm (200 points) Final (200 points)

(NCTE Standards 1, 3, 7, 8, 9 OSTP 1, 2) 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.

3. Graphic Organizer Lesson Plan (200 points)

(NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)

The following required assignment for this course has been designated as a value-added assignment in our teacher preparation program and/or our Reading Endorsement program. Competency in content knowledge, instructional strategies, differences in learning styles and adaptations, assessment and reflection are measured. This assignment requires an understanding of the reading process specific to Content Area Literacy and the ability to articulate, interpret and analyze key concepts as well as use appropriate academic language related to this course.

Students will plan and demonstrate a graphic organizer lesson using a content area text (textbook, trade book, article, etc.). Students will provide a one-page narrative to explain the importance for this instructional strategy. Common Core State Standards and/or Ohio Revised State Standards will be identified for this lesson. Undergraduate students will use TaskStream. Graduate students will use provided format. There will be a sign-up sheet for lesson presentations.

4. IRIS Center Case Studies (150 points)

(NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)

Students will select the IRIS Center Case Studies titled *Comprehension & Vocabulary Case Studies: Grades 3-5* to complete from the IRIS Center Web site. Word processed and hard copy turned in for grading. There are 3 levels of case studies, 50 points for each level.

5. Web Share (25 points)

(NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)

Students will present a web site that may be useful in a Content Area Literacy setting.

6. Attendance (100 points)

Students are expected to attend and actively participate in the classroom experience. In addition to the textbook and article readings, much of the information will come from classroom lecture and discussion with your peers.

*Ten points will be deducted for each class missed. If more than 3 classes are missed, an F will be assigned as the final grade.

7. Field Experience (5 hours for Undergraduates and 15 hours for Graduate students) pass/fail (pass = 100 points, fail = 0 points)

Students will practice skills learned in class in a school setting. See attached requirement sheet. (NCTE 11, OSTP 1, 2)

8. GRADUATE STUDENTS Article Critique and PowerPoint Presentation (100 points each)

(NCTE Standards 8, 9, 11)

The article critique will be completed using a current article from educational journals. The critique will be on an article the student finds interesting and relevant to content area reading. The paper will consist of a summary of the article along with a personal connection to or reflection of the article. A copy of the article is to be provided at turn in for the instructor to keep. The reviews must be word-processed and double spaced. Approximate length will be 2-3 pages. In addition, the findings will be shared with the class through a PowerPoint presentation. There will be a sign-up for graduate PowerPoint presentations.

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.

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 most importantly* (5) *Of excellent, outstanding quality through evidence of critical thinking and deep reflection.*

Assignment Completion: All assignments must be completed by the last day of class before a grade for the class will be issued. Any missing assignments will result in an Incomplete. This includes Field Experience Hours.

Academic Honesty: The Childhood Education and Literacy Department values and expects academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. **Plagiarism:** 1. Submitting another's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author with footnotes, citations, or bibliographical reference. 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 a learning 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. *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. If I see computers being used otherwise, you will not be able to use your computer in class at any time.

Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in the CLC and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

Graduate Work: Each student taking this course for graduate credit is responsible for putting her/his status on each assignment. The work should be of the highest caliber. I expect you to go *above and beyond* the assignment guidelines. Advanced assignments will be given.

GRADING

Final Grades

100-95 A	81-79 C
94-93 A-	78-77 C-
92-90 B+	76-74 D+
89-87 B	73-71 D
86-85 B-	70-69 D-
84-82 C+	68 and Below F

Note: Graduate Scale ends at 77%. Below 77 is an F.

Each assignment will be graded using 4 point rubrics and/or %.

% Scale

A 100-93% B 92-85% C 84-77% D 76-69% F 68% and below

Rubric Scale

4 – Excellent 3 – Evident 2 – Somewhat evident 1 – Needs work 0 – Not evident

Miscellaneous Notes:

- ✓ The instructor reserves the right to make changes in the syllabus and /or calendar if circumstances so dictate. Any changes will be made in the students’ favor when it involves assignments and/or due dates.
- ✓ In addition to the timeliness and thoroughness relative to assignment submissions, open communication and class discussion is expected.
- ✓ Keep an open mind, we are all here to learn – let’s help to make this worthwhile!
- ✓ Use your Xavier e-mail account. Do not have it forwarded to another account.
- ✓ No cell phone use during class.

Contacting Me:

If you need to meet with me, I will be available after each class for consultations. In addition, you may send an e-mail or call me on my cell or home phone.

General Course Calendar

Instructional activities for this course will be conducted in the following manner: lecture, collaborative/cooperative work, discussions/questioning, practice/drill, problem solving, discovery, observation, and role-playing/simulation.

DATE	ASSIGNMENT	TEXT
Aug. 22		
Aug. 29		Chapter 8
Sept. 5		Chapters 1
Sept. 12	Journal Article Review and Sharing Session	Chapter 10
Sept. 19	IRIS Level A	Chapter 2
Sept. 26	Web Site Sharing Session	Chapter 3
Oct. 3	Graduate PowerPoints:	Chapter 4
Oct. 10	Graduate PowerPoints: IRIS Level B	Chapter 5
Oct. 17	Graduate PowerPoints: Test Review	Chapter 6
Oct. 24	EXAM #1	
Oct. 31	Graduate PowerPoints: IRIS Level C	Chapter 7
Nov. 7	Graduate PowerPoints:	Chapter 8
Nov. 14	Graphic Organizer Lessons:	Chapter 9
Nov. 21	NO CLASS THANKSGIVING	
Nov. 28	Graphic Organizer Lessons: Test Review	Chapter 11
Dec. 5	EXAM #2	
Dec. 12	Final Exams Returned Field Experience Time Sheet Due Course Evaluation	

Standards covered in text: Ch. 1 (NCTE 1,3,7,8,9,11) Ch2 (NCTE 8) Ch. 3 (NCTE 9) Ch. 4 (NCTE 11) Ch. 5 (NCTE 1,3,7,8,9,11) Ch. 6 (NCTE 3) Ch 7 (NCTE 3) Ch 8 (NCTE 3,9) Ch 9 (NCTE 8,11) Ch 10 (NCTE 1,3) Ch 11 (NCTE 1) Ch 12 (OSTP 1,2)

**Content Area Literacy EDRE 471 and EDRE 671
Field Hour Requirement**

Vocabulary Field Component:

Students design an activity (or activities) that will build content area vocabulary or concepts. Students will teach this activity in the field and explain the importance or rationale for this instructional strategy. Field component is five hours for undergraduates and 15 hours for graduate students. Students who are currently teaching, student teaching, or are enrolled in a methods course have placements and can do their hours for their reading courses in the same school. Students will need to keep a *separate* time sheet to document their hours for reading. Students who do not have a placement will do their field hours at the assigned school. Graduate students implement 2-3 activities.

EDRE 471 : Undergraduates: 5 hours

3 visit minimum

1st visit: observation of vocabulary strategies and needs

2nd visit: observation of vocabulary strategies and needs/ locate pertinent vocabulary to use

3rd visit: teach a vocabulary activity

EDRE 671 Graduates: 15 hours

4 visit minimum

1st visit: observation of vocabulary strategies and needs/ locate pertinent vocabulary to use

2nd visit: implement a vocabulary activity

3rd visit: implement a vocabulary activity

4th visit: implement a vocabulary activity

Students will need a BCI check, current TB test, and picture ID when they go to the school. BCI checks are available at the Xavier University Police Department.

Documentation is sent to Hailstones Hall and students can pick up a copy in Hailstones 307. TB tests can be obtained through the XU Health Services.

At the end of the course, students must return an official time sheet with the course name, tallied number of field hours and signed by the school supervisor. They should also make a copy for themselves. The time sheets should be submitted to you. If hours are not completed by the end of the course, students can give them to April Thomas in 301 Hailstones.

Time sheets can be found at <http://www.xavier.edu/early-childhood/Other-Forms-for-Licensure.cfm>

