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EDRE 471 671 Content Area Literacy: Early Childhood Focus

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy

Content Area Literacy (Early Childhood Focus): EDRE 471/671
Spring 2012
Tuesday 4:15-6:45 p.m. Elet 9 (3 credit hours)

Instructor

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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, readability techniques, and prescriptive teaching. Approaches for language learning, reading, writing, speaking, and listening.

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.

Ohio Academic Content Standards (access to all areas – Reading Language Arts, Science, Social Studies, Math)

Select professional articles posted on BlackBoard

Student Learning Outcomes/ Professional Standards

Standards: IRA/NCTE Standards for the English Language Arts

The 12 Standards

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

The objectives for this course are derived from the NCTE/IRA Standards for English Language Arts. Those bolded are the focused standards for EDRE 471/671.

- 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.**
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- 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).**
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- 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.**
- 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.**
- 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.**
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.**
- 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).**

The following is the Web address for the State Department of Education: <http://www.ode.state.oh.us>

This site has additional information regarding the standards for the state of Ohio as well.

- Search: P-12 Reading Endorsement for the Endorsement Standards
- Search: Reading Core Standards for those standards required for licensure.

Ohio Standards for the Teaching Profession (OSTP)

The objectives for this course are also derived from OSTP. There are seven standards. Those bolded are addressed in this course.

- 1. Teachers understand student learning and development and respect the diversity of students they teach.**
- 2. Teachers know and understand the content area for which they have instructional responsibility.**
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Teachers plan and deliver instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement
6. Teachers collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

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

All formats/ rubrics for each assignment will be given in class appropriate to each due date for the assignment.

Note: Reading Course standards in parenthesis

1. **Attendance/ Participation (NCTE/IRA 7, 9, 11; OSPT 1, 2, 7) 100 pts.**

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, discussion and activities.

*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.

2. **Course Exams (NCTE/IRA 1, 3, 7, 8, 9; OSPT 1, 2) 150 pts.**

Midterm: 2/29/12 75 pts.

Final: 5/2/12 75 pts.

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. **Two Integrated/Interdisciplinary Lesson Plans (100 pts. Each) 200 pts.**
(NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)

Interdisciplinary lesson plans will be fully developed. Each plan will use a content area trade book as the anchor for the lesson which involves Reading/Language Arts as well as one other content area (Science, Social Studies and Math). Ohio Academic Standards, Indicators and Benchmarks must be identified for each content area addressed. Lesson plans will be shared with the class. Undergraduate students will use TaskStream. Graduate students will use provided form. **Lesson Plan format will be posted on Blackboard with the rubric for grading.)**

4. **In-class Journals (NCTE/IRA 1, 3, 7, 8, 9; OSPT 1, 2)** **120 pts.**
Journal dates: 1/25; 2/8; 2/22; 3/14; 4/4; 4/18
 There will be 6 in-class journals during the course of the semester written on topics discussed in class and relevant the assigned readings. The journals must be written answering the prompt with accurate professional language, correct grammar and punctuation. Note the dates on the course calendar.

5. **Textbook Analysis (NCTE Standards 1, 3, 7, 8, 9, 11 OSTP 1, 2)** **50 pts.**
Students will complete and in-depth analysis in their content area or in a related area. A more detailed assignment sheet will be provided.

6. **Two Article Critiques (50 pts. Each)** **100pts.**
(NCTE/IRA 8, 9, 10; OSTP 1, 2)
 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 paper response will consist of a Blackboard or hard copy and is to be provided at turn-in for the instructor to keep. The reviews must be word-processes and double spaced. Approximate length will be 2-3 pages. Findings will be shared with the class.

7. **Graphic Organizer Lesson (NCTE/IRA 1, 3, 7, 8, 9, 11; OSTP 1, 2)** **30 pts.**
 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. A more detailed assignment and rubric will be provided.

8. **Critical Literacy Text Search** **100 pts.**
(NCTE/IRA 1, 3, 7, 8, 9, 11; OSTP 1, 2)
 Students will extend their knowledge and understanding of critical literacy and their content area “texts” by gathering, cataloguing, and evaluating resources available to supplement the textbook in one content area of their choice. Resources should include but are not limited to trade books, newspaper and magazine articles, visual depictions, instructional CD’s, movies and documentaries, and musical selections. More information regarding content, organization, and expectations will follow. A more detailed assignment sheet will be provided.

9. **Graduate Project (NCTE/IRA 1, 3, 7, 8, 9, 11; OSTP 1, 2)** **75 pts.**
 Graduate students as a collective group will develop a compendium of websites/
 Materials for content areas relevant to the teaching of reading for knowledge.
 A detailed description of the assignment will be provided.

10. **Field Experience (5 hrs. Undergraduate; 15 hrs. Graduate)** **pass/fail**
(NCTE 11, OSTP 1, 2)
 Students will practice skills learned in class in an elementary school setting.

Norwood City Schools

We will be working at **Williams Elementary School** to complete our field hours. The principal at the school is Mr. Mark Gabbard. The school phone number is 924-2520. Their after school program is from 3-6 PM. **The afterschool coordinator is Ms. Laura Ferguson; her number is 924-2705.** I will pair you with another student in class so that you may work together to assess and analyze the student (s) you will be working with in the program. With actual hands-on time with the students, preparation for each tutoring event and reflective response time orally and in written format we will be able to complete 25 hours of field work. Forms for field work will be given out in class. Our dates for field work are listed on the course calendar. **We will work at View for 6 weeks.** Please note the dates. Any missed classes will need to be made up on another day at Norwood or with your own school. **After your completed field work at Norwood each week we are there, we will have approximately 45 minutes of class time after tutoring and before we leave the school.**

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.*

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 Alter B12 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

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

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.


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.

EDRE 471/671
Content Area Literacy
Course Calendar Spring 2012

January 11, 2012	Course introduction	Read: Chapters 1 & 2 in Vacca and Vacca
January 18, 2012	Content and Process	Read: Chapters 1 & 2 in Vacca and Vacca
January 25, 2012	Learning with New Literacies Article Critique #1 due Journal #1	Read: Chapter 2 in Vacca and Vacca
February 1, 2012	Culturally Responsive Teaching	Read: Chapter 3 in Vacca and Vacca Select Readings on Blackboard
February 8, 2012	Assessing Students and Texts Article Critique #2 Journal #2	Read: Chapter 4 in Vacca and Vacca Select handouts on Blackboard
February 15, 2012	Planning Instruction Interdisciplinary Lesson Plan #1 (group work in class)	Read: Chapter 5 in Vacca and Vacca Select handouts on Blackboard

February 22, 2012	Activating Prior Knowledge and Interest Textbook analysis due to share in class Journal #3	Read: chapter 6 in Vacca and Vacca Select Handouts on Blackboard
February 29, 2012	MIDTERM EXAM	NO READINGS FOR THIS WEEK
March 5-March 9, 2012	Spring Break 	No readings or assignments Select handouts on Blackboard
March 14, 2012	Guided Reading Comprehension in the Content Areas Journal #4	Read: Chapter 7 in Vacca and Vacca Select Handouts on Blackboard Week #1 at Norwood
March 21, 2012	Developing Vocabulary Concepts Graphic Organizer Lesson In class work	Read: Chapter 8 in Vacca and Vacca Week #2 at Norwood
March 28, 2012	Writing Across the Curriculum	Read: Chapter 9 in Vacca and Vacca Select materials on Blackboard Week #3 at Norwood

April 4, 2012	<p>Studying Text Structure Learning with Trade Texts</p> <p>(Bring in two trade Tests from your grade level curriculum eg. one Math, One Social Studies)</p> <p>Journal #5</p>	<p>Read: Chapter 10 in Vaca and Vacca</p> <p>Select Materials on Black board</p> <p>Norwood Spring Break</p>
April 11, 2012	<p>Literacy coaching</p> <p>Journal #6</p>	<p>Read: Chapter 11/12 in Vacca and Vacca</p> <p>Week #4 Final week at Norwood</p>
April 18, 2012	<p>Interdisciplinary Unit Presentations</p>	
April 25, 2012	<p>Interdisciplinary Unit Presentations</p>	
May 2, 2012	<p>FINAL EXAM! Field Experience Time Sheets Due</p> <p>All graded projects returned Synthesis Session Course Evaluations</p>	<p>Have a wonderful and safe summer!</p> 

NOTE: the instructor reserves the right to makes changes to this calendar. Any changes made to the course calendar will always be in the favor of the student. At times course requirements and due dates may be changed due to weather, unforeseen events or the need to take more time with a specific topic.

Dr. Leslie Ann Prosak-Beres