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EDRE 471 671 Content Area Literacy

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EDRE 471/671 CONTENT AREA LITERACY (3 credit hours)
Wednesdays    7:15 p.m. - 9:45 p.m.    Spring 2014
Hailstones Hall Room 9

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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 articulated 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.

**Department of Childhood Education and Literacy Mission Statement**

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.

**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 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.
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:**
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 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: 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 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.

**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.

**Course Requirements:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Journal Assignments (10 x 10 pts each)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Text Book Analysis</td>
<td>100 pts</td>
</tr>
<tr>
<td>Interdisciplinary Lesson Plan</td>
<td>50 pts</td>
</tr>
<tr>
<td>Webquest Evaluation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Understanding By Design Unit Plan</td>
<td>150 pts</td>
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<tr>
<td>Content Literacy Article Critiques (2 x 50 pts each)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150 pts</td>
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<tr>
<td>Final Exam</td>
<td>150 pts</td>
</tr>
<tr>
<td>GRADUATE ONLY: 3 Tiered Lesson Plan</td>
<td>150 pts</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td>850 pts</td>
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</tbody>
</table>

*(1000 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) pass/fail
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.
(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)
<table>
<thead>
<tr>
<th>Undergraduate Grading Scale:</th>
<th>Graduate Grading Scale:</th>
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<tbody>
<tr>
<td>100 - 94 = A</td>
<td>100 – 94 = A</td>
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<tr>
<td>93 - 90 = A-</td>
<td>93 - 90 = A-</td>
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<tr>
<td>89 - 87 = B+</td>
<td>89 – 87 = B+</td>
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<tr>
<td>86 – 84 = B</td>
<td>86 – 84 = B</td>
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<tr>
<td>83 - 80 = B-</td>
<td>83 – 80 = B-</td>
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<tr>
<td>79 - 77 = C+</td>
<td>79 – 77 = C+</td>
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<tr>
<td>76 - 73 = C</td>
<td>76 – 74 = C</td>
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<tr>
<td>72 - 70 = C-</td>
<td>below 74 = F</td>
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<tr>
<td>69 - 67 = D+</td>
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<tr>
<td>66 - 63 = D</td>
<td></td>
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<tr>
<td>62 - 60 = D-</td>
<td></td>
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<tr>
<td>below 60 = F</td>
<td></td>
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<tr>
<td>DATES</td>
<td>COURSE CALENDAR (subject to change)</td>
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</tr>
</tbody>
</table>
| January 15 | 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 22 | 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 29 | 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 |
| February 5 | During and After Reading Comprehension Strategies:  
DR-TA, Think Alouds, KWL’s, QIA, QAR, 3 Leveled Guides  
**Vacca and Vacca: Chapter 7**  
(OSTP: 1.1, 1.3, 2.1, 2.3) | REFLECTION #2 |
| February 12 | 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 19 | 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 26 | Role of Technology  
Webquests: Developing and Evaluating  
Evaluating Websites  
**Vacca and Vacca: Chapter 2**  
(OSTP: 1.3, 2.1, 2.3) | REFLECTION #5  
LESSON PLAN |
| March 5 | NO CLASS  
Spring Break |   |
<p>| March 12 | Midterm Exam (in-class) | MIDTERM EXAM |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Additional Notes</th>
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<tr>
<td>March 19</td>
<td>Interdisciplinary Units of Study Understanding By Design (UbD)</td>
<td>Backward Design (OSTP: 1.3, 2.1, 5.2, 5.3, 5.4)</td>
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<td>March 26</td>
<td>Textbooks and Trade Texts: Analyzing and Evaluating Texts</td>
<td>Diversity and Bias in Texts</td>
<td>REFLECTION #6</td>
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<td>Informational Text Structures/Features</td>
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<td><em>Vacca and Vacca: Chapter 11</em> (OSTP: 1.3, 2.1, 2.3, 4.1, 4.2)</td>
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<td>April 2</td>
<td>Assessing Texts: Lexile Levels, Readability Tests, Cloze Tests</td>
<td><em>Vacca and Vacca: Chapter 4</em> (OSTP: 3.1, 3.2, 3.3, 3.4)</td>
<td>REFLECTION #7</td>
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<td>ARTICLE CRITIQUE #2</td>
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<td>April 9</td>
<td>Assessing Student Learning: Contextualized vs. Decontextualized</td>
<td>Rubrics and Portfolios</td>
<td>REFLECTION #8</td>
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<td><em>Vacca and Vacca: Chapter 4</em> (OSTP: 3.1, 3.2, 3.3, 3.4)</td>
<td>TEXTBOOK ANALYSIS</td>
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<td>April 16</td>
<td>Writing Across the Curriculum</td>
<td>Writing Process Approach</td>
<td>REFLECTION #9</td>
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<td>Writer's Workshop Format</td>
<td>WEBQUEST EVALUATION</td>
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<td>Rubrics for Scoring Writing (Ohio versus 6 +1)</td>
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<td><em>Vacca and Vacca: Chapter 9</em> (OSTP: 1.1, 2.1, 5.1, 5.2, 5.3, 5.4)</td>
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<td>April 23</td>
<td>Studying Texts: Navigating Informational Text</td>
<td>Non-fiction Reading Strategies</td>
<td>REFLECTION #10</td>
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<td>Study Strategies and Note-Taking Methods</td>
<td>UbD UNIT PLAN</td>
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<td><em>Vacca and Vacca: Chapter 10</em> (OSTP: 2.1, 2.2, 2.3)</td>
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<tr>
<td>April 30</td>
<td>Final Exam (in-class)</td>
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<td>FINAL EXAM</td>
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<tr>
<td>May 7</td>
<td>Review Final Exam</td>
<td>Return All Graded Materials</td>
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<tr>
<td></td>
<td>Course Wrap-Up and Evaluations</td>
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