EDRE 471 671-02 Content Area Literacy

Gina Kirchner
kirchnerr@xavier.edu

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Instructor: Gina Kirchner
day and Time: Thursday 4:15-6:45pm
kirchnerr@wyomingcityschools.org
Class Location: 101 Hailstones Hall
218-5754

Childhood Education & Literacy Department 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.

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 & Resources:
- Articles posted on Canvas

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.
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).

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)

EVALUATION/ASSIGNMENTS:

1. Book Discussion Notes:
   Students will discuss book chapters/reading assignments via Discussion Board on Canvas and in class. Each posting should consist of four items: a response to the previous question, two comments on the chapter, and one question posed for the following discussant.

2. Textbook Analysis:
   Students will complete an in-depth textbook analysis in their content area or in a related area. A more detailed assignment sheet will be provided.

3. Interdisciplinary Lesson Plan:
   Students will create a lesson plan that integrates English Language Arts with another content area of choice. A more detailed assignment sheet will be provided.

4. Field Component Vocabulary Activity and Reflection:
   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 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 and write a reflection of the lesson. A more detailed assignment sheet will be provided. The 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 and have placements 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 should implement 2-3 activities. * All field hours must be completed to pass the course.

5. Graphic Organizer Demonstration:
   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 or rationale for this instructional strategy. A more detailed assignment sheet will be provided.

6. Critical Literacy Text Search:
   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 CDs, movies and documentaries, and musical selections. More information regarding the content, organization, and expectations will be provided.
Points for Assignments:
Discussion Board Postings – 10 points each (NCTE 1, NCTE 3, NCTE 7)
Interdisciplinary Lesson Plan – 20 points (OSTP 1, OSTP 2)
Textbook Analysis – 20 points (NCTE 3, OSTP 1)
Vocabulary Lesson and Fieldwork Reflection – 10 points each (20 total) (NCTE 3, NCTE 9, OSTP 2)
Graphic Organizer Demonstration – 20 points (NCTE 3, OSTP 1, OSTP 2)
Critical Literacy Text Search – 20 points (NCTE 1, OSTP 1)
Final Exam – 20 points

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>93-94 %</td>
</tr>
<tr>
<td>B+</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>87-89%</td>
</tr>
<tr>
<td>B-</td>
<td>85-86%</td>
</tr>
<tr>
<td>C</td>
<td>82-84%</td>
</tr>
<tr>
<td>C-</td>
<td>79-81%</td>
</tr>
<tr>
<td>C+</td>
<td>77-78%</td>
</tr>
<tr>
<td>D+</td>
<td>74-76%</td>
</tr>
<tr>
<td>D</td>
<td>71-73%</td>
</tr>
<tr>
<td>Failure</td>
<td>70% and below</td>
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</tbody>
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Points basis = Number of points by points possible

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. In other words, two absences will decrease your earned final grade one letter grade. If you miss more than two classes, you will receive an F for the course. Two tardies equals one absence. Any snow day may be made up during finals week.

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/silence all phones and put away before class. Using your phone during class will result in an absence for the class, and you may be asked to leave. Do not use your computers in class for activities unrelated to our class material. Please close computers except when taking notes.

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.

Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing
Kirchner, EDRE 471/671

Center is located in Room 400 in the Conaton Learning Commons, 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.

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**COURSE CALENDAR: EDRE 471-671 Tentative Course Outline**

<table>
<thead>
<tr>
<th>CLASS/DAY</th>
<th>TOPIC/ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>Week 1 ~ January 15</strong>&lt;br&gt;CLASS MEETING</td>
<td>Introductions, course expectations&lt;br&gt;Topics: What is content area literacy? Why are all teachers reading teachers?</td>
</tr>
<tr>
<td><strong>Week 2 ~ January 22</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Habits of Effective Teachers&lt;br&gt;Balanced Literacy – 5 Big Ideas in Literacy&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 1&lt;/em&gt;</td>
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<tr>
<td><strong>Week 3 ~ January 29</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Interdisciplinary Lesson Planning&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 5&lt;/em&gt;</td>
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<tr>
<td><strong>Week 4 ~ February 5</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Reading Strategies Across the Curriculum part 1&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 6&lt;/em&gt;</td>
</tr>
<tr>
<td><strong>Week 5 ~ February 12</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Reading Strategies Across the Curriculum part 2&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 7&lt;/em&gt;</td>
</tr>
<tr>
<td><strong>Week 6 ~ February 19</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Developing Vocabulary&lt;br&gt;Graphic Organizers/Think Sheets&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 8&lt;/em&gt;</td>
</tr>
<tr>
<td><strong>Week 7 ~ February 26</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Writing Across the Curriculum&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 9&lt;/em&gt;&lt;br&gt;&lt;em&gt;Interdisciplinary Lesson Plan Due&lt;/em&gt;</td>
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<tr>
<td><strong>Week 8 ~ March 5</strong>&lt;br&gt;NO CLASS</td>
<td>&lt;strong&gt;SPRING BREAK&lt;/strong&gt;</td>
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<tr>
<td><strong>Week 9 ~ March 12</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Graphic Organizer Demonstrations, Studying Texts&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 10&lt;/em&gt;&lt;br&gt;&lt;em&gt;Graphic Organizer Demonstration Due&lt;/em&gt;</td>
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<tr>
<td><strong>Week 10 ~ March 19</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Textbook Analysis&lt;br&gt;&lt;em&gt;Bring a content area textbook to class with you&lt;/em&gt;&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 2&lt;/em&gt;</td>
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<tr>
<td><strong>Week 11 ~ March 26</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topics: Learning with multiple texts, teaching with trade books and alternative texts&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 11 &amp; additional chapter available on Canvas: “Why Textbooks Are Not Enough”&lt;/em&gt;&lt;br&gt;&lt;em&gt;Textbook Analysis Project Due&lt;/em&gt;</td>
</tr>
<tr>
<td><strong>Week 12 ~ April 2</strong>&lt;br&gt;NO CLASS</td>
<td>&lt;strong&gt;EASTER BREAK&lt;/strong&gt;</td>
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<tr>
<td><strong>Week 13 ~ April 9</strong>&lt;br&gt;CLASS MEETINGS</td>
<td>Topic: Culturally Responsive Teaching&lt;br&gt;&lt;em&gt;Reading Assignment Due: chapter 3&lt;/em&gt;</td>
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<tr>
<td><strong>Week 14 ~ April 16</strong>&lt;br&gt;GROUP MEETINGS</td>
<td>Topic: Assessment of Student Learning&lt;br&gt;&lt;em&gt;Reading Assignment Due:&lt;/em&gt;&lt;br&gt;&lt;em&gt;Time Sheets Due ~ Field Component Vocabulary Activity and Reflection Due&lt;/em&gt;</td>
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<tr>
<td><strong>Week 15 ~ April 23</strong>&lt;br&gt;CLASS MEETING</td>
<td>Topic: Differentiation&lt;br&gt;&lt;em&gt;Reading Assignment Due:&lt;/em&gt;&lt;br&gt;&lt;em&gt;Critical Literacy Text Search Due&lt;/em&gt;</td>
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Week 16 ~ April 30
CLASS MEETING

Topics: Teaching New Literacies

Reading Assignment Due: chapter 2

Week 17 ~ May 7
EXAM WEEK

Final Due via Canvas

** Instructor reserves the right to change or modify any assignments, readings, or class topics, as needed.
* Plan ahead and complete work ahead of the scheduled due dates to avoid missed deadlines due to snow, illness, printer/computer break-downs, and family emergencies!

* Please print out a copy of the syllabus and bring it to the first class.

EDRE 471/671
Gina Kirchner

I have read the syllabus and understand the course rules and expectations.

____________________________________________
Student Name Printed

___________________________________________
Student Signature

___________________________________________
Date