

EDU 230 CONTENT LITERACY

FALL 2005

COURSE SYLLABUS

Meeting times:	Class: Tuesday – 4 to 6:30. Field Placements: By Arrangement
Location:	South Burlington High School – Room 210
Office:	South Burlington High School
Office Hours:	By Appointment

RATIONALE:

Reading and writing extend beyond English and language arts classes. Today, educators realize that helping students become competent readers minimizes student frustration and enhances content area learning. From this perspective, the responsibility for reading/literacy is not the sole responsibility of an English or Language Arts teacher but of all teachers. Literacy is a framework of both linguistic and nonlinguistic skills that are created by the culture [context/content] in which they are used. Thus, there is literacy in history, science, mathematics, computers...in all subjects. This course examines literacy issues critical to the content area classroom. The course will compare traditional skills of literacy to content area literacy. Participants will explore key content area issues such as vocabulary development, expository text structure, and strategic reading skills. The course covers the development of writing and research skills for content areas. Class participants will reflect on restructuring the classroom environment to promote content area reading, building subject area reading skills, using cooperative/collaborative learning to develop students' reading abilities, and assessing students' reading progress.

Course Description: Students will learn to construct a framework for supporting and teaching reading in the content-area. We will focus on developing research-based methods, strategies, and procedures for designing instruction that supports literacy in each of the core disciplines: Math, Science, English, and History. We will develop skills in assessing reading levels and teaching vocabulary development and reading strategies. Students will spend a minimum of two hours a week in a field experience.

Field Experience: Students are expected to spend approximately 3 hours per week in a *high school (7-12) English, History, Math, or Science classroom setting. Students may also choose to spend time in a *middle school (5-9) English/Language Arts, History/Social Studies, Science, or Mathematics classroom setting. Students will be required to:

- Participate and reflect on structured observations
- Tutor individuals or small groups
- Plan lessons
- Working with cooperating teachers, arrange to teach/team-teach a lesson
- Act as a resource in the classroom to students and the cooperating teacher

* Field experience internships may combine two or more grade levels or subject areas in order to provide students with a diverse experience.

TEACHING PHILOSOPHY AND TEXT SELECTION:

We believe that students learn best when they are actively engaged. History has shown that authentic learning is achieved by using a variety of teaching strategies. We will model and practice these strategies and believe that the learning process is a partnership between instructors and learners. The course assignments will allow each learner to build a strong background in integrating literacy throughout the curriculum. It is essential for students to complete assigned readings prior to class and come prepared for discussion and activities. We have chosen one primary text for this course titled Reading To Learning in the Content Areas by Richardson and Morgan. We have also chosen Speak, by Anderson, as an example of young adult fiction. We will use this book to demonstrate a variety of strategies for reading instruction. To further enhance the topics we are studying, we will provide articles and materials for your review. As a

community of learners, we encourage you to share your books and materials with the class. We will share our personal and professional collections with you in the hopes that we can all build a resource list for future use.

Note: If you believe that you have a disability requiring accommodations in this class, the procedure is to contact the Coordinator of Support Services for Students with Disabilities as soon as possible. After receiving an accommodation form, the student should contact the instructor so that adjustments can be implemented in a timely fashion. The Coordinator has specific guidelines on providing appropriate support services to students with various types of disabilities. For further information, contact the Coordinator of Support Services for Students with Disabilities.

TEXT:

Richardson, J. S., Morgan, R. F., & Fleener, C. (2006). *Reading to Learn in the Content Areas* (6th ed.). Belmont, California: Wadsworth Publishing.

Anderson, L. H. (2001). *Speak*. Binghamton, NY: Penguin Group.

Note: Additional articles and materials may be assigned. These materials will be provided.

COURSE COMPETENCIES:

This course addresses the following Vermont teacher licensing competencies:

5235.1 The educator has knowledge and skills in the content area(s) of his or her endorsement at a level, which enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of Vermont's Framework of Standards and Learning Opportunities.

5235.2 The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social and emotional development.

5235.3 The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.

5235.7 The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.

5235.8 The educator uses research, data, including student performance data, and other resources to improved practice.

This course addresses the following INTASC competencies:

- The pre-service teacher will identify and analyze human developmental processes and apply this knowledge to planning instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.
- The pre-service teacher will identify principles of learning theory and varied approaches to learning in teaching children and adolescents, including those with special needs.
- The pre-service teacher will develop an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- The pre-service teacher will demonstrate knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work.
- The pre-service teacher will recognize factors and situations that are likely to promote or diminish intrinsic motivation, and demonstrate how to help students become self-motivated.
- The pre-service teacher will recognize the value of intrinsic motivation to students' life-long growth and learning

- The pre-service teacher will demonstrate a commitment to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student

ASSESSMENT AND GRADING

RESOURCE BINDER

25%

Throughout the semester you will construct a literacy resource binder. You may include as many sections in this binder as you like, but the following must appear:

- Experience Log
- Professional Readings
- Strategies For Teaching Vocabulary
- Strategies For Teaching Study Skills
- Strategies For Teaching Comprehension
- Annotated Reading List (Book share Project)
- Good Ideas

In creating this resource binder, be sure that the final product is user friendly. This will be an excellent resource to take with you into your student teaching placements and beyond. The final product will be assessed using guidelines provided in class. **Due Date: December 6**

Resource Binder Grading Rubric

	Meets Standard	Approaching Standard	Emerging
Required Sections	Includes all required sections. Binder is filled with instructive examples and helpful resources gathered both in class and independently. May include additional sections and resources that supplement each student's individual content area.	One or two required sections may be missing. Some supplementary resources are included, but in places the information is sparse or inaccurate. Could benefit from the inclusion of additional instructive examples and helpful resources.	Three or more sections may be missing. Some information may be flawed or incomplete. May be missing instructive examples or helpful resources handed out in class. Little evidence of individual exploration for additional resources.
Organization	Binder is well organized. A complete table of contents is included. Strong evidence of creativity in organizing information.	Binder is organized in a way that makes it difficult to use as a resource. Table of contents may be flawed. Binder lacks evidence of creativity in design.	Binder is disorganized (e.g material is not in the correct sections, sections don't agree with the table to contents, page numbers do not point to the correct information, etc.). No creativity is evident.
G.U.M.	Writing is clear and well organized. Writer is in full command of grammar, usage, and mechanics.	At times it is difficult to understand the content due to mistakes in grammar, usage and/or mechanics.	Numerous errors in grammar, usage, and/or mechanics distract the reader and interfere with understanding content. Little evidence of careful proofreading.
In this section, students may receive special commendations for their efforts. Comments:			

A key element to integrating literacy into the content area classroom includes knowledge of adolescent/young adolescent literature. During this course, you will read a minimum of four works of your choosing that middle/high school students might read. You will be successful with this project if you choose a variety of genre and works that could be applied to several content areas. During the second class, you will be exposed to a variety of books through book talks.

You will be expected to create an annotated reading list of these four books to share with the class. An annotated reading list includes a formal citation (APA or MLA is fine), a paragraph that provides an overview of the work, and a paragraph that describes how the work might be used in a content area classroom. The annotated reading list should be typed and handed in both in paper form and electronically (via e-mail, etc.). We will create a final class annotated reading list for you to include in your resource binder.

In addition, you should be prepared to book talk one of the four books reviewed and lead the class through an appropriate activity related to the book. For example, after giving a quick overview of the book, one might ask the class to engage in a free-write activity on a topic raised in the text. You must create a formal lesson plan for this activity and be prepared to turn it in with your annotated reading list on the day of presentation. We will model what a successful final product should resemble.

Due Date: Students will sign up for presentation times during the second class.

Adolescent Literature Review Grading Rubric

	Meets Standard	Approaching Standard	Emerging
Annotated Reading List	Students create an annotated reading list that employs proper usage of APA/MLA citation of the four books reviewed. Final product is typed and provide in both print and electronic format.	Students create an annotated reading list of the books they read. Some errors may exist in formatting of citations.	Students may not have read the required four books and may not have used proper citation in the annotated reading list. Final product submitted incorrectly (e.g. not typed, not provided in print and electronically, etc.).
Book Talk Presentation	It is evident that the student has read and is fluent with the material. Student employs appropriate presentation strategies* when sharing their book. Student makes connections between the book and how it could be used in a content area classroom.	Student provides an incomplete overview of the material (e.g. may leave out critical ideas, etc.). Student could have utilized better strategies to make the presentation smoother. Connections to the content areas were flawed, incorrect, or a stretch.	It is evident that the student did not read the book. Presentation strategies were not employed or were used incorrectly. Few, if any connections were made between the book and how it could be used in the content area classroom.
Presentation Lesson Plan	Lesson plan shows evidence of mastery of the basic criteria for lesson plan creation*.	One or more sections of the lesson plan are either missing or inappropriate.	The basic criteria for lesson planning was not followed in the creation of the lesson plan.
Comments:			

* Material will be modeled in class.

A central component of this course is a field experience that each student will complete. It is expected that you spend approximately 3 hours a week in a middle school or high school classroom. Through observation, tutoring, or guest teaching, you will begin to understand how middle/high school classrooms function. You should pay particular attention to literacy connections in this placement and should reflect on these connections and the entire experience in a weekly Experience Log. Additionally, you will be required to write a final reflection of your field experience and a thank you letter to the cooperating teacher(s).

Experience Log: Each week you will document and reflect on the field experience, insights gained, and connections to topics addressed in class or the text. Logs will be collected each week and will be evaluated and returned with comments. Logs are expected to be included in your Resource Binder. A Log Sheet will be handed out in class for your use..

Due Dates: Logs will be collected weekly. The final reflection will be due on December 6.

Field Experience Grading Rubric

	Meets Standard	Approaching Standard	Emerging
<u>Time Commitment</u>			
Frequency	Students document 3 hours of field experience a week.	Students document between 2 and 3 hours of field experience per week.	Student documents less than two hours of field experience a week.
<u>Log Content</u>			
Connections to Content	Frequent connections to class discussions, textbook readings, and/or general literacy concepts were evident and thoughtful.	Some connections to material covered in course lectures, textbook readings, etc. are addressed but connections in general are sparse.	Few references were made in the log related to class discussions, textbook readings, or general literacy concepts.
Detail	Log includes substantial written comments, observations, insights, questions, reflections, and connections to course content.	Log entries provide some written comments but it may be difficult to clearly understand what was accomplished because the entry does not provide depth or specifics.	Written comments, observations, insights, questions, reflections, connections, etc. are not part of the log entries.
<u>Final Reflection</u>			
Experience Review	An overview of the entire field experience is present and includes frequent references to previous log entries, situations, prior learning, and reflections.	Most of the field experience is reviewed but it key observations, prior learning, etc., from previous logs is not present.	Overview is incomplete and includes little evidence of learning through the field experience.
G.U.M.	Writer makes no errors in G.U.M. Clearly written to the level expected of a college student.	Two to four errors in G.U.M. are be evident in the piece. This begins to distract from the content.	More than four errors are present in G.U.M. These errors significantly distract from the content.

Knowledge	Demonstrates a strong understanding of how literacy relates to content area teaching.	Demonstrates a basic knowledge of how literacy relates to content area teaching.	Demonstrates little knowledge of how literacy relates to content area teaching.
Comments:			

FINAL PROJECT – LITERACY THEME BOX

25%

For this course we have chosen a non-traditional final exam/project. Teachers often have to dip into their so-called “bag of tricks” in order to make teaching a particular topic relevant and exciting. The goal of this project is to create a “bag of tricks” related to integrating literacy into your specific content area. You will create a “theme box” that should be centered around a topic (ex. geometric shapes), a unit (ex. The Holocaust), or a particular chapter or section in a related textbook (ex. Human Reproduction). Inside the box, the following must be included:

- A complete description of the topic that you have chosen.
- A sentence or two that describes at what grade level this Theme Box could be used.
- A list of all materials included inside the box (e.g. books, articles, websites, artifacts, texts, etc.)
- A minimum of four formally written lesson plans. Using what you have learned in this course, it is expected that each lesson will integrate literacy strategies in an effort to make the content more easily understood. For example. One might blueprint a new science text with students and then create a scavenger hunt using the whole text.

You should be creative in the actual design of your box and should expect to share your work with the class at the Final Exam.

Due Date: At the Final Exam

Literature Theme Box Grading Rubric

	Meets Standard	Approaching Standard	Emerging
Box Design	The materials are held in a creative way. The “box” is designed to reflect the content area. (e.g. if studying geometry, the “box” may take on the shape of a circle with other geometric figures displayed on the outside).	Some effort was made to be creative in the design of the “box”. It may be difficult, however, to see a connection between the “box” and the content area.	The “box” was just that – a box.
Description	A well-written statement exists that describes what is being presented and what content areas are represented.	A statement exists but is incomplete and may not clearly state what is being presented or how it connects to a chosen content area.	No statement, or a poorly crafted statement, exists.
Grade Level Statement	A statement explaining grade level appropriateness appears and is clearly explained.	A statement exists about grade level but the statement may not accurately reflect the appropriate grade levels.	No statement, or a poorly constructed statement exists.

Materials List and Description	A complete list of materials included in the Theme Box is present and well organized for ease of reading.	Most items in the Theme Box are included on a materials list. List could use a little more organization.	Few items in the Theme Box are included on a materials list. May lack organization and relevance.
Required Lesson Plans	Four well-designed standards-based lesson plans exist that show a clear connection between a literacy strategy and the content being covered.	Few problems exist in lesson plans. Connections between literacy and the content area being covered could be strengthened.	Problems exist in lesson plans, connections between literacy and the content area being covered, or overall organization.
In-Class Sharing	Appropriate presentation strategies were utilized when sharing the Theme Box. Strong and numerous connections were made between the contents of the Theme Box and the content of this course.	The presentation could be strengthened by using additional or stronger strategies. Connections to the content areas were evident but could be clarified with further explanation. Many connections were evident between the Theme Box and the content of this course.	It is evident that the student did not prepare for this presentation.. Few, if any connections were made between the Theme Box and the content of this course.
Comments:			

ACADEMIC HONESTY POLICY

“In the preparation and presentation of any assigned work—including examinations, tests, quizzes, term papers, reports, themes and other written or oral exercises—every student shall conform to a strict standard of academic honesty. Any attempt to deceive a faculty member or to help another student to do so will be considered a violation of this standard. In all assignments, students must acknowledge the words and/or ideas of others taken from print or electronic media including the Internet, whether a direct quotation or a paraphrase; any omission of this is dishonest. Cheating on examinations or tests consists of knowingly giving, receiving or using – or attempting to give, receive or use- unauthorized assistance during an examination or test. A faculty member may record a grade of “zero” for any assignment on which a student has plagiarized or cheated. A second violation of this policy may result in further penalties as serious as dismissal from the College. A student may appeal these decisions according to the Academic Grievance Procedure.” *From the Champlain College Handbook*

COURSE TOPICS AND READING LIST

Week	Topics To Be Covered	Readings
Week 1 <i>August 30</i>	Introductions, Course Information and Expectations, Syllabus Review, Nuts and Bolts. Question: What is Literacy? An introduction to the Vermont Framework of Standards and Learning Opportunities.	Richardson Ch. 1 <u>Speak</u> Vermont Frameworks Resource Binder
Week 2 <i>September 6</i>	<u>Speak</u> – Introduction to Circle Discussions Curriculum For All – An introduction to curriculum and planning Lesson Planning and the Vermont Frameworks School-specific content area curriculum	Richardson Ch. 2
Week 3 <i>September 13</i>	Divergent Learners – How We Learn Multiple Intelligences Learning Styles Understanding student’s learning needs Guest: Librarian – Book Talks	Articles
Week 4 <i>September 20</i>	Special Populations English Second Language (ESL/ELL) Students At-Risk Learners Special Education Students	Richardson Ch. 5
Week 5 <i>September 27</i>	Learning with Multiple Resources Literature-based Classrooms	Richardson Ch. 4
Week 6 <i>October 4</i>	Integrating Technology Video – Clips The World Wide Web Computer Programs - EXCEL	Richardson Ch. 6
College Break – October 10 and 11 – No Class October 11		
Week 7 <i>October 18</i>	Is Prior Knowledge Important? Importance of getting to know your students’ backgrounds Readability Assessing Background Knowledge	Articles
Week 8 <i>October 25</i>	Prior Knowledge – Do you really know what your students know? Interest Inventories Graphic Organizers Building Background Knowledge	Richardson Ch. 9
Week 9 <i>November 1</i>	Specialized Vocabulary Types of discovery Teaching Implications Related Activities Adolescent Literature Review Presentations Begin	Richardson Ch. 7
Week 10 <i>November 8</i>	Do you understand what you read? An introduction to facilitating comprehension.	Richardson Ch. 8
Week 11 <i>November 15</i>	A Bag of Tricks – The importance of fostering study skills development. Proven Techniques Assessing Study Skills Organization of Information Library Literacy	Richardson Ch. 11

Week 12 <i>November 22</i>	Are you a Groupie? Understanding Cooperative Learning	Richardson Ch. 10
Week 13 <i>November 29</i>	Writing in the Content Area – Another Form of Literacy The Writing Process Technology and Writing Understanding the connection between reading and writing Writing to a specific content area (technical writing)	Richardson Ch. 3
Week 14 <i>December 6</i>	There's more than one way to find out if students get it! Understanding different types of assessment The importance of reflection Paper and Pencil verses alternative assessments. Resource Binders Due Field Experience Final Reflection Due	
Week 15 <i>December 13</i>	Final Exam: Presentation of Theme Boxes Concluding Activities Instructor Evaluations	

CHAMPLAIN COMPETENCIES AND ASSESSMENTS

Written Communication: In order to demonstrate mastery of the writing outcomes, the student's writing should be clear, coherent, concise, comprehensive, creative and correct in a manner appropriate to a specific audience and purpose.

Oral Communication: competence is the ability to use oral and nonverbal messages to convey ideas, information and intentions effectively in a manner that is appropriate to the topic, situation and audience. It is the ability to use listening skills to interpret accurately and critically the oral and nonverbal messages produced by others, and to display regard for other speakers' points of view. Finally, it requires being able to select or develop a topic, research that topic, and organize and evaluate gathered information for presentational purposes.

Technological Competence: Graduates should be able to demonstrate basic computer skills and also be able to apply them appropriately to problems and tasks in their discipline. Appropriate usage includes the ability to practice responsible, ethical, and legal use of technology, information, and software resources.

Critical Thinking: enables one to examine a problem, a question or a situation, integrate all the available information about it, arrive at a solution or hypothesis, and justify one's position. More formally, critical thinking includes a wide range of cognitive skills and intellectual dispositions needed to identify, analyze, and evaluate arguments and claims, to discover and overcome personal prejudices and biases, and to formulate and present rationally convincing reasons in support of conclusions. Critical thinking skills are also a foundation for creativity and problem solving.

Quantitative Literacy: ensures the understanding and communication of rules of number, pattern manipulation and associated terminology for everyday applications. It allows the individual to use numbers and formulate relationships between them, to analyze, interpret and develop an appropriate strategy for meeting that individual's current and future needs in employment and everyday life.

ATTENDANCE POLICY

Students are expected to attend all classes and complete all field experience requirements. Since this course meets once a week, it is important that students make every effort to attend each class. In the event that class must be missed the student should contact the instructors to review missed material. Complete and accurate attendance records will be maintained each week by the instructors.

Course Developed By: Miki H. Grady and Thomas R. Stowell, 2005