Eastern Illinois University
Department of Early Childhood, Elementary and Middle Level Education
ELE/MLE 5270-001: Content Area Literacy Instruction
Fall 2012

Credit Hours: 3 semester hrs.
Prerequisites: ELE 3280 or permission of department chair
Instructor: Linda Sherwood
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Office Hours: 1:00-3:00 M; 1:00-6:30 R; or by appointment
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Class Meeting: BH 2160 7:00-9:30 R

Unit Theme: Educator as a creator of effective educational environment: Integrating students, subjects, strategies, societies and technologies.

Graduate Mission Statement: The Graduate Program in Elementary Education advances scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

Outcomes for all Graduate Students at Eastern Illinois University:
Graduate students will:

1. possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community, and profession in which they work.

Course Description:
Content Area Reading: Implementation of reading strategies, approaches to instruction, and informal assessment of struggling readers.

Objectives of the Course:
As a result of completing this course, the student will:

- know effective reading skills/strategies, the role each plays in reading development, and, in particular, about utilizing the content area classroom as a vehicle for teaching and extending the reading skills of elementary, middle school and secondary level students.

- analyze exemplary programs and practices in content area reading instruction and identify the appropriate State and national educational standards that are relevant.

- adjust reading instruction to meet the needs of diverse learners (i.e., cultural, linguistic, and ethnic diversity) and recognize how these differences can influence learning to read.

- locate and critique a wide range of quality literature, curricular materials, and instructional technology for readers of all abilities and ages within elementary, middle school and secondary level content area classrooms.

Course Text:

Cooper, J.D., Kiger, N.D., Robinson, M.D., & Slansky, J.A. (2012). *Literacy: Helping students construct meaning* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Supplemental Materials:

Models of Teaching:

Information-Processing Models: Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 25-28)

Inductive Models: The ability to analyze information and create concepts-inductive thinking-is generally regarded as the fundamental thinking skill. The primary application of the model is to develop thinking capacity. However, in the course of developing thinking capacity, the strategies obviously require students to ingest and process large quantities of information. Inducing students to go beyond the given data is a deliberate attempt to increase productive or creative thinking. Inductive processes thus include the creative processing of information, as well as the convergent use of information to solve problems. (pp. 25 & 93)

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

International Society for Technology in Education (ISTE**)**
Standards for Students (2007)
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm
Standards for Teachers (2008)
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

For assistance with APA:
http://www.easybib.com
http://citationmachine.net
http://webster.commnet.edu/apa/index.htm

Required assignments:

Course (Core) Requirements	**Demonstrated Competencies (Reading Teacher Standards)**	**Graduate Standards**
Participation	Knowledge Indicators: The competent reading teacher… 1D. is aware of trends, controversies, & issues in reading education. 5A. is aware of and adheres to ethical standards of professional conduct in reading education. Performance Indicators: 1K. uses various tools to estimate the readability of texts. 3F. participates in the evaluation & selection of instructional materials, including textbooks, tradebooks, materials for students with special needs & technology.	1.a A depth of content knowledge in the discipline 1.b Effective use of technology as appropriate 1.c Ability to apply content knowledge to practice 1.e Respect for the professional environment through their honesty, integrity, & professionalism 5.f. an ability to engage in reflective practice

Exam(s)	<u>Knowledge Indicators:</u> The competent reading teacher… 1D. is aware of trends, controversies, & issues in reading education. 1F. understands, respects, and values cultural, linguistic, and ethnic diversity & knows how these differences can influence learning to read. 1G. understand the differences between reading skills & strategies & the role each plays in reading development. Performance Indicators: 1L. uses technology to support reading & writing instruction.	1.a A depth of content knowledge in the discipline 1.b Effective use of technology as appropriate 1.c Ability to apply content knowledge to practice 1.e Respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking and problem solving 3.a Effective oral communication skills 3.b Effective written communication skills 3.c Effective, fair, & honest communication considering not only the message but also the audience 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice
Reading Strategy Portfolio	<u>Knowledge Indicators:</u> The competent reading teacher… 1G. understands the differences between reading skills & strategies & the role each plays in reading development. <u>Performance Indicator:</u> 1I. Adjusts reading instruction to meet the needs of diverse learners as well as those who speak non-standard dialects.	2.a Critical thinking & problem solving 2.b Ability to effectively evaluate situations & identify an appropriate course of action 3.a Effective oral communication skills 3.b Effective written communication skills 3.c Effective, fair, & honest communication considering not only the message but also the audience 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice
Book Search	<u>Knowledge Indicators:</u> The competent reading teacher… 1H. knows a wide range of quality literature for students. 1J. locates, evaluates, & uses literature for readers of all abilities & ages.	2.a Critical thinking & problem solving 2.b Ability to effectively evaluate situations & identify an appropriate course of action 3.a Effective oral communication skills 3.b Effective written communication skills 3.c Effective, fair, & honest communication considering not only the message but also the audience 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice
Journal Article Reviews	<u>Knowledge Indicators:</u> The competent reading teacher… 3B. knows exemplary programs & practices in reading education.	2.a. critical thinking and problem solving 4.a Understand of the role of research in the discipline 4.b. Ability to conduct research and apply it to practice 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice

Research paper on "Importance of Teaching Reading in the Content Area"	Knowledge Indicators: The competent reading teacher… 3A. knows State & national educational standards that are relevant to reading education. 3C. is aware of guidelines for the evaluation of curriculum material & instructional technology. Performance Indicators: 5B. reflects on teaching practices and conducts self-evaluation.	1.a Depth of content knowledge in the discipline 1.c Ability to apply content knowledge to practice 2.a. critical thinking and problem solving 4.a Understand of the role of research in the discipline 4.b. Ability to conduct research and apply it to practice Ability to Work With Diverse Clientele 5.a Understanding of individual differences in clientele 5.b Respect for all clientele by fostering a supportive & encouraging atmosphere in their workplace 5.c Respect for individual differences through the use of varied approaches 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a "spiral curriculum". The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course (Core) Requirements	**Brief Descriptions**	**Point Values (Approximate Weight)**	**Due Dates**
Participation	Participation includes regular presence in class and contribution during class sessions supporting peers in group work. (__2__points will be taken off for each absence.) Students will participate in guided discussions during class, take comprehensive notes, and read the assigned text.	15 pts. (10%)	Ongoing
Exam(s)	Two major tests that assess comprehensive understanding of course content, assigned reading, classroom presentations and discussions will be administered.	2 @10 pts. each 20 pts. (25%)	Oct. 18 Dec. 13
Reading Strategy Portfolio	Students will present content area reading strategies in class and make a copy of the strategy presented for each class member. In addition, each student is to assemble a portfolio containing at least one strategy for comprehension, vocabulary, writing, a study strategy, and a graphic organizer. Compile: one comprehension strategy, one vocabulary strategy, one writing strategy, one study skills strategy, and one strategy using a graphic organizer in a notebook format. Add all other class members' strategies into this notebook. Arrange in tabulated sections with a title page and table of contents in the front of your notebook. Students will present content reading strategies and accumulate/	10 pts. (15%)	All due dates Will be set in class to Accommodate the working schedules of the graduate students involved. A unanimous decision will determine when the assignments are due.

	assemble at least one strategy for comprehension, vocabulary, writing, a study strategy, and a graphic organizer.		
Book Search	Conduct a book search and list at least twenty books for an academic content area. Incorporate both fiction and non-fiction literature and picture books. Be sure to address all reading ability levels when you compile the list of content area books. Prepare a book talk from this list of books and include: a visual, the title, author's name, summary of the book, genre, and how this book could be used in your content area. Assemble the list of books into a student useable document (e.g., notebook by author/title, card file, student webpage, etc.).	10 pts. (12%)	
Journal Article Reviews	Locate and compile a minimum of 10 research articles that focus on content area reading skills. Develop an extensive notebook containing meaningful articles about reading in the content area and a bibliography that encompasses appropriate methodology to accommodate students in your classroom: • Struggling reader/proficient reader • High motivation/low level reading books • Technology use to enhance content area reading • Developing skills in test taking in the content area • Books in prize winning categories (Newbery, Michael Printz, Coretta Scott King, Rebecca Caudill, Caldecott, Monarch, Lincoln, etc.) • Fluency • Strategies to enhance comprehension • Vocabulary development and concept development • Motivating students to read • Accelerated Reader, Bookadventure.org, Reading Counts and other computer oriented reading programs • Assessing readers and their texts • Collaborating for literacy and learning: Grouping strategies • Motivation in the reading content area • Students as responsive learners • Uniqueness of the individual reader • Use of context clues in reading • Structural analysis—word attack • Interventions to improve content area reading **Format:** Article Citation: Use APA (5th ed.) Paragraph 1: What the article says. Paragraph 2: How you can apply it to your classroom. Paragraph 3: Overall critique of the article.	10 @ 2 pts. each 20 pts. (25%)	
Research	Research **the importance of teaching reading in**		

Paper on "Importance of Teaching Reading in the Content Area"	**the content area**. Discuss why the teacher today has a critical responsibility to incorporate a variety of reading strategies to assist all readers in becoming proficient in the reading process. Write a 2-3-page analysis of this topic using supportive research. Include a bibliography with five sources (APA 5th ed.). Include front title page, and reference list (APA).	15 pts. (8%)	
Optional Assignment	Present assigned chapter reading from the textbook in a meaningful, creative, hands-on presentation. Highlight key important points students will need to know from the chapter. Provide a study guide either self-made or created in class that will be used as a study guide for the final exam.	10 pts. (5%)	In chronological order of the book.

Grading Scale:

93-100 = A 85-92 = B 77-84 = C 69-76 = D Below 69% = F

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

COURSE OUTLINE

Week 1	Discuss syllabus Fill out name cards and student information sheet Discussion of expectations Topic 1: Content Area Literacy
Week 2	Topic 2: Principles of Effective Reading in the Content Area
Week 3	Topic 3: Comprehension Strategies
Week 4	Topic 4: Classroom Assessment of Literacy Growth and Content Learning
Week 5	Topic 5: Initiating Students to New Learning
Week 6	Topic 6: Developing General and Content-Area Vocabulary Knowledge
Week 7	Topic 7: Literature Across the Curriculum
Week 8	Topic 8: Writing & Connecting to Reading
Week 9	Topic 9: Effective Study Strategies for the Content Area
Week 10	Topic 10: Effect of Technology & Other Media on Content Learning
Week 11	Topic 11: Honoring Diversity and Building Competence in the Content Area
Week 12	Topic 12: Literature Circles and their Role in the Content Areas
Week 13	Topic 13: Reading and Learning from Multiple Sources
Week 14	Topic 14: Connecting Research to Content Area Literacy
Week 15	Topic 15: Teacher as a Content Literacy Professional

ELE 5270
Content Area Literacy Instruction
References
* Denotes Unit Conceptual Framework Reference

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