Eastern Illinois University
Department of Early Childhood, Elementary and Middle Level Education
5270: Content Area Literacy Instruction

Credit Hours: 3 semester hrs.
Prerequisites: ELE 3280 or permission of department chair
Class Meetings: **Room 1140 Buzzard Hall Time: 7:00pm-9:30pm**
Final Exam: 12/12/13 Time 7:30pm-9:30pm

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Unit Theme: Educator as a creator of effective educational environment: Integrating students, subjects, strategies, societies and technologies.
Graduate Mission Statement: The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance 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 Department is dedicated to the preparation of knowledgeable citizens of the 1ast century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teaching diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

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.

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

Plagiarism and Standards of Student Conduct

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. In short, plagiarism is the process of copying another person's idea or written work and claiming it as your own. "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. *Please ask me questions if you are confused*.

Owl at Purdue, APA formats; Owl Ref. List – periodicals; Owl Ref. List -- books

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.

"Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database."

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)	Knowledge Indicators: 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	Knowledge Indicators: The competent reading teacher… 1G. understands the differences between reading skills & strategies & the role each plays in reading development. Performance Indicator: 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	Knowledge Indicators: 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	Knowledge Indicators: 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

Course (Core) Requirements	Brief Descriptions	Points (Weight)	Due Dates
1) Participation	Participation includes positive, constructive contribution during all class activities and discussion. 2 points will be taken off for each absence.	10 pts	Ongoing
2) Exam(s)	A test that assesses the student's comprehensive understanding of course content, assigned reading, classroom presentations and discussions will be administered.	20 pts	Last class
3) Book Search	Conduct a book search, skim, and ***briefly summarize*** (at least one paragraph) at least twenty books for a theme related to a curricular content area. Addressing a variety of reading levels and intending to supplement the curricular content area, themes include but are not limited to: • Science through fiction/tradebooks • Math through fiction/tradebooks • Social studies through historical fiction (focused on one historical event/person) • "Rainbow" curriculum • Banned/challenged books • Social/emotional issues among teens (such as bullying, friendship dissolution, relationship breakups, cutting, depression, disordered eating, etc.) • Confronting death • Contemporary racism, sexism, homophobia • Something else This content will be digitally submitted in a word document to dmpaulson@eiu.edu	20 pts	9/12 Submit via email
4) Reading Strategy Portfolio	Students will select one curricular content area (math, science, English, history, etc.) and review/summarize five reading strategies that relate to this curricular content area. These five reading strategies must focus on ANY FIVE of the following: (1) text comprehension, (2) vocabulary development, (3) writing in the content area, (4) study/review guide, (5) anticipation guide (or pre-reading activity), (6) graphic organizer, and (7) something else. **(This is five total, not 5 reading strategies for 5 different areas)** This content will be digitally submitted in a word document to dmpaulson@eiu.edu	20 pts	10/3 Submit via email
5) Bibliography of Journal Article Reviews	Locate and review a minimum of 5 research articles that focus on one content area reading skill or theme. These research articles must be **current** (published in the last ten years, although exceptions can be made for consequential and classic studies like Vygotsky, Dewey, Csikszentmihalyi, Foucault, etc.), **substantive** in length (5+ pages minimum, 5-20 pages is typical), from **scholarly journals** (research-based, peer-reviewed journals), and/or **from the assigned reading** (either textbook reading or "extra" reading). This bibliography can focus on one of the following themes: • 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 • Facilitating students' fluency • Strategies to enhance comprehension • Vocabulary development and concept development • Motivating students to read	20 pts	10/24 submit via email

	• 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 **(While any of the above topics are appropriate, the following are areas where Dawn Paulson can provide the most help/support)** • **Interventions to improve content area reading** • **Visual literacy & visual texts** • **Authentic assessments** • **Children's literature** • **Differentiation (through content and/or assessment)** • Something else you are interested in that is relevant (needs to be approved by Dawn Paulson) **These will be the basis for your research paper and power point!!!** **Format:** Article Citation: Use APA (6th ed.) Paragraph 1: **Summarize the content/findings of the research article.** Paragraph 2: **How is this research article (and its findings) similar to or different from other research articles**? This content will be digitally submitted in a word document and send to dmpaulson@eiu.edu		
6) Research Paper (and PPT presentation)	**Using the bibliography of research articles** (see #5 above), each student will synthesize the research to demonstrate **the importance of the topic**. 1) Writing a 5-8 analysis page analysis of this topic incorporating supportive research from the aforementioned 5 sources (APA 6th ed.). Include front title page and bibliography but these do not count for the "page count." 2) Presenting a 15+ slide PPT This paper and PPT will be digitally submitted to dmpaulson@eiu.edu.	Paper 30 pts PPT 15pts Present 15pts	Paper: 11/7 submit via email PPT Presentation: 12/5 In class

- **Instructions & expectations for each assignment will be provided in class.**
- **All assignments are to be turned in digitally.**
- **All assignments are reduced 5% for every day that they are late.**
- **Grading Scale:** A= 100-93%, B = 92 – 85%, C = 84 – 77%, D = 76-69%, F = 68 and below

COURSE OUTLINE

8/22
Topic: Discuss syllabus, assignments, & expectations; discuss literacy and content area literacy
Chapter 1

8/29
Topic: B-D-A reading, direct instruction of vocabulary, and inference making strategies
Chapter 6

9/5
Topic: Prior knowledge, metacognition, schematic activation, and relevant reading strategies
Chapter 4

9/12
Topic: Construction of knowledge, metacognitive reorganization, and relevant reading strategies
Chapter 2

9/19
Topic: Balanced literacy instruction and strategies to support reading and comprehension
Chapter 5

9/26
Topic: Construction of meaning and strategies for promoting responses
Chapter 7

10/3
Topic: Struggling readers and strategies to promote reading comprehension
Chapter 9

10/10
Topic: Prior Knowledge, culturally responsive teaching , vocabulary development, and strategies to support the acquisition of concepts
Chapter 3

10/17
Topic: Content area vocabulary, decoding, root words, and relevant reading strategies
Chapter 8

10/24
Topic: Content area writing, the construction of meaning through expository writing, and relevant literacy strategies
Chapter 11

10/31
Topic: Authentic assessment, performance-based assessment, and relevant reading strategies
Chapter 10

11/7
Topic: Study strategies and instructional strategies to promote learning

11/14
Topic: Working with ELL students, students with limited prior knowledge, and students who need special support

11/21 Possible Field Trip to Mattoon Middle School for Family Reading Night 6-8

11/28 No Class Thanksgiving

12/5 Power Point Presentations & Review for Final Exam

12/12 Final Exam

ELE 5270 - Content Area Literacy Instruction References
(**bold** denotes highly recommended books and articles)

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