

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

Credit Hours: 3 semester hrs.

Prerequisites: ELE 3280 or permission of department chair

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Class Meeting: BB 2441—Monday from 4:30-7 p.m.

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 1st 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:

Implementing of reading strategies, approaches to instruction, and informal assessment of struggling readers.

Objectives of the Course:

- Develop a desire of lifelong learning in students and personally display one's own desire for lifelong learning, including self-evaluation skills.
- Demonstrate good communication skills.
- Demonstrate and exhibit compassion to students of all cultures.
- Design instruction to develop and utilize the cognitive process by which students learn.
- Demonstrate knowledge of children's language acquisition.
- Describe the factors that influence the development of language.
- Demonstrate knowledge of facts and an understanding of fundamental principles, ideas, and relationships among various knowledge domains.
- Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.
- Describe cultural influences that are reflected in the history of the English language.
- Demonstrate knowledge of current issues in the language arts domain.

Course Text:

Brozo, W. & Simpson, M. (2007). *Content literacy for today's adolescents*. Pearson/Merrill Prentice Hall.

Upper Saddle River, NJ.

Model of Teaching:

Inductive Model: 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. (p. 25 & 93)

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

Course Requirements and Demonstrated Competencies are Aligned with the Standards:

International Society for Technology in Education (ISTE) www.iste.org/standards

Illinois Professional Teaching Standards: (IPTS)

http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf

Illinois Core Technology Standards: (ICTS)

http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf

For assistance with APA:

www.easybib.com

<http://citationmachine.net>

<http://webster.commnet.edu/apa/index.htm>

Course Goals:

- Develop an enduring capacity to care, in particular, about the literacy needs of all students by utilizing the content area classroom as a vehicle for teaching and extending the reading skills to the students you serve.
- Recognize that the vast range of individual differences at the middle and secondary levels requires dedication to acquiring, developing, and pursuing instructional strategies and resources as you become a lifelong learner.

Course Requirements:

1. Attendance/Participation: Attendance and class participation are essential. (5 points will be taken off for each absence.) Students will participate in guided discussions during class, take comprehensive notes, and read the assigned text.
2. Group Work: Small groups will meet during some class sessions to engage students in thoughtful discussion on a variety of group assignments.
3. Reading Strategy Portfolio: In class, students will present content reading strategies and accumulate and assemble at least one strategy for comprehension (Ch. 3), vocabulary (Ch. 6), writing (Ch. 7), a study strategy (Ch. 9), and a graphic organizer. Make a copy of your strategies for each class member and the instructor and present in class the night we discuss each chapter.
4. Conduct a book search and list at least twenty books for your academic content area. Incorporate both fiction and non-fiction literature and picture books. Be sure to address all ability levels of reading when you compile your list of content area books. Prepare a book talk from this list of books. Include in your book talk: 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. (notebook by author/title, card file, student webpage, etc.)
5. Research **the importance of teaching reading in 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 literacy, active, and proficient in the reading process. Write a 2-3-page analysis of this topic using supportive research. Include a bibliography with 5 sources. (APA 5th edition)
6. 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:
 - a. Struggling reader/proficient reader
 - b. High motivation/low level reading books
 - c. Technology use to enhance content area reading
 - d. Developing skills in test taking in the content area
 - e. Books in prize winning categories (Newbery, Michael Printz, Coretta Scott King, Rebecca Caudill, etc.)

- f. Fluency
- g. Strategies to enhance comprehension
- h. Vocabulary development and concept development
- i. Motivating students to read
- j. Accelerated Reader, Bookadventure.org, Reading Counts and other computer oriented reading programs
- k. Assessing readers and their texts
- l. Collaborating for literacy and learning: Grouping strategies
- m. Motivation in the reading content area
- n. Students as responsive learners
- o. Uniqueness of the individual reader
- p. Use of context clues in reading
- q. Structural analysis—word attack
- r. Interventions to improve content area reading

7. Examinations: Two major tests that assess students' comprehensive understanding of course content, assigned reading, classroom presentations and discussions.

Required assignments:

Course (Core) Requirements	Demonstrated Competencies (Reading Teacher Standards)	Graduate Standards
Participation	Standard 1: Has a deep understanding of reading & reading instruction 1D. Is aware of trends, controversies, & issues in reading education 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.	Content Knowledge 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
Traditional Exam(s)	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 1L. Uses technology to support reading & writing instruction	Content Knowledge 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 Oral Written Communication 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
Reading Strategy Portfolio	1I. Adjusts reading instruction to meet the needs of diverse learners as well as those who speak non-standard dialects 1G. Understands the differences between reading skills & strategies & the role each plays in reading development	Critical Thinking 2.a Critical thinking & problem solving 2.b Ability to effectively evaluate situations & identify an appropriate course of action Oral Written Communication 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

Book Search	1H. Knows a wide range of quality literature for students 1J. Locates, evaluates, & uses literature for readers of all abilities & ages	Critical Thinking 2.a Critical thinking & problem solving 2.b Ability to effectively evaluate situations & identify an appropriate course of action Oral Written Communication 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
Journal Article Reviews	3B. Knows exemplary programs & practices in reading education	Advanced Scholarship 4.a Understand of the role of research in the discipline 4.b. Ability to conduct research and apply it to practice
Research paper on "Importance of Teaching Reading in the Content Area"	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	Content Knowledge 1.a Depth of content knowledge in the discipline 1.c Ability to apply content knowledge to practice Advanced Scholarship 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

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	75 pts. (15%)	Weekly participation & attendance
Traditional Exam(s)	Student demonstrates content knowledge of various components of the reading process	2 @ 50 pts. each 100 pts. (25%)	Oct. 12 Nov. 16
Reading Strategy Portfolio	Student develops a useable notebook of content reading strategies demonstrating access to a variety of strategies and resources for competent planning for reading in the content area classroom	75 pts. (15%)	Nov. 30
Book Search	Student compiles a notebook of at least 20 books from various genres and levels—fiction/non-fiction, picture books, trade books Student also gives at least one creative book talk	50 pts. (12%)	Nov. 30 & Dec. 7

Journal Article Reviews	Student is a reflective practitioner who seeks to grow professionally	10 @ 10 pts. each 100 pts. (25%)	Nov. 16
Research Paper on "Importance of Teaching Reading in the Content Area"	Teacher uses knowledge of effective written, verbal, nonverbal and visual communication techniques to foster active inquiry	25 pts. (8%)	Oct. 5

Point Value for projects:

Participation/Attendance	75 pts.
Reading Strategy Portfolio	75 pts.
Books	50 pts.
Paper	25 pts.
Articles	100 pts.
Exams (50 pts. each)	<u>100 pts.</u>
Total	425 pts.

Grading Scale:

94-100 = A 86-93 = B 76-85 = C 70-75 = D

COURSE SCHEDULE:

Week 1(Aug. 24)	Discuss syllabus Fill out name cards and student information sheet Discussion of expectations Topic 1: Adolescent Literacy
Week 2(Aug. 31)	Topic 2: Principles of Effective Reading in the Content Area
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Week 3(Sept. 14)	Topic 3: Comprehension Strategies (Present Comprehension Strategy)
Week 4(Sept. 21)	Topic 4: Classroom Assessment & Literacy
Week 5(Sept. 28)	Topic 5: Initiating Students to New Learning
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Week 6(Oct. 5)	Topic 6: Developing General and Content-Area Vocabulary Knowledge (Present Vocabulary Strategy)
Week 7(Oct. 12)	Due: Paper--Importance of Teaching Reading in the Content Area Exam 1: Exam will be over topics 1-6
Week 8(Oct. 19)	Topic 7: Writing & Connecting to Reading (Present Writing Strategy)
Week 9(Oct. 26)	Topic 8: Effective Study Strategies for the Content Area (Present Study Skills Strategy)
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Week 10(Nov. 2)	Topic 9: Effect of Technology & Other Media on Content Learning (Present Graphic Organizer)
Week 11(Nov. 9)	Topic 10: Diversity in the Content Area
Week 12(Nov. 16)	Exam 2: Exam Over Chapters 7-10 Article Reviews Due
Week 13(Nov. 30)	Topic 11: Literature Circles and Their Role in the Content Areas Notebook Due (includes reading strategies & 20 books, book talk)
Week 14(Dec. 7)	Connecting Research to Content Area Literacy
Week 15(Dec. 14)	The Effective Content Literacy Professional

PROJECT DESCRIPTIONS:

1. READING STRATEGY PORTFOLIO

Compile: 1 comprehension strategy, 1 vocabulary strategy, 1 writing strategy, 1 study skills strategy, and one graphic organizer strategy 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. (Sign up for your strategies in order avoid duplication.)

2. BOOK SEARCH/BOOK TALK

Locate at least 20 books for your academic content area.
Incorporate fiction, non-fiction, picture books, and books for all levels of readers.
Prepare a book talk using at least 2/3 of these books telling the title, author's name, summary of the book, genre, and demonstrate how these books could be implemented in your content area. Book talk should use at least one visual.
Assemble into a format your students can use.

3. IMPORTANCE OF TEACHING READING IN THE CONTENT AREA—ANALYSIS PAPER

Write a 2/3 page paper using 5 sources on the importance of teaching reading in the content area. Include front title page, and reference list (APA).

4. RESEARCH ARTICLES FOCUSING ON CONTENT AREA READING SKILLS

10 research articles using the suggested format. Include a copy of the article with your review. (approximately one page for each review)
Assemble these into a notebook in alphabetical order by author. Include a title page, a table of contents, and a reference list.

Example:

Your name

Smith, J. (2003). Why reading strategies are important to the middle school and secondary teacher. *Educational Leadership*, V. 2, pg. 2-3.

Paragraph 1: What the article says.

Paragraph 2: How you can apply it to your classroom.

Paragraph 3: Overall critique of the article and why.

5. EXAMS

Notes and handouts may be used.
A computer lab may be scheduled for those preferring to type the exam.

ELE 5270
Content Area Literacy Instruction
References

* Denotes Unit Conceptual Framework Reference

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