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

Semester: Fall 2016
Credit Hours: 3 semester hrs.
Prerequisites: ELE 3280 or permission of department chair
Instructor: Dr. Dawn Paulson
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Office Hours: Mon 11:15am-12:15pm, Tues 9:45am - 11:45pm, Wed 11:15am-12:15pm
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Class Meetings: Room 1140 Buzzard Hall
                            Time: Thursday 7:00pm-9:30pm

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.

Course Purpose: This course is designed to convey to elementary, middle school, and secondary teachers the enormous responsibility of preparing students with the instructional support needed to comprehend content area text.

Course Objectives:
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 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: Internet Access

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. 10-13)

- **Inductive Models**: The ability to analyze information and create concepts is generally regarded as the fundamental thinking skill. The model has been used in a wide variety of curriculum areas and with students of all ages---it is not confined to the sciences. Even if concept learning were not so critical in the development of thought, the organization of information is so fundamental to curriculum areas that inductive thinking would be a very important model for learning and teaching school subjects. (p. 10)

  Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.

Standards:
Course Requirements and Demonstrated Competencies are aligned with EIU graduate standards and the following state and national standards:

- **Illinois Common Core Standards** http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf
- **Illinois Professional Teaching Standards** http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
- **Illinois Social Emotional Learning Standards (SEL)** http://www.isbe.net/ils/social_emotional/standards.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 &	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

		technology.	

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
Literature Review	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

Theory into Practice: Content Area Reading Strategy	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 contributions during class sessions supporting peers in group work. __ points will be taken off for each absence. Students will participate in guided discussions during class, take comprehensive notes, and read the assigned text.	20	Throughout the semester
Exam(s)	Exam(s) that assess comprehensive understanding of course content, assigned readings, classroom presentations and discussions will be administered.	50 pts.	Final Exam Dec 15
Reading Strategy Portfolio	Students will select one curricular content area (math, science, English, history, etc.) and review/summarize five reading strategies (i.e., at least one strategy for comprehension---before, during, & after reading, vocabulary, writing, a study strategy, and a graphic organizer) that relate to this curricular content area. Students will make clear connections between these specific strategies and specific standards within Common Core. Students will assemble a portfolio/notebook containing these strategies and will be responsible for providing copies of each strategy to class members. Then each student will combine all the class members' strategies into their portfolio/notebook. Arrange the strategies in tabulated sections with a title page and a table of contents.	40 pts.	Due Sept 15 *In Class*

Book Search	Conduct a book search, skim, *briefly summarize* and describe (a minimum of half a page) at least ten books for a theme related to a curricular content area. The description should include how you would use the books in your classroom, how to differentiate instruction with these books and include how these books meet the Common Core State Standards. Incorporate five fiction and five non-fiction literature selections.	40 pts.	Due Oct 6 Send through D2L Dropbox
Literature Review	Students will read, analyze and summarize five articles on one content area reading skill or strategy. Research of the selected topic will be appropriately related to the student's Theory into Practice project and provide a solid foundation for translating theory into practical classroom applications. Create a **Matrix** for better analysis of the literature These research articles must be **current** (published in the last ten years, although exceptions can be made for classic studies like Vygotsky, Dewey, Csikszentmihalyi, Foucault, etc.), **substantive** in length, from **scholarly journals** (research-based, peer-reviewed journals), and/or **from the assigned readings** (either textbook reading or "extra" reading). This literature review can focus on one of the following skills/strategies: Comprehension, Vocabulary Development, Reading Rigorous Text, Fluency, Motivating Students to Read, Reading Workshop, Technology Use to Enhance Content Area Reading, Structural Analysis-Word Attack, Group Work with Reading in the Content Area.	5 @ 12 pts. each	Due Nov 3 Send Matrix Through D2L Drop Box

Theory into Practice: Content Area Reading Strategy	After completing the research of the literature, the student will translate theory into practice by designing and implementing a practical classroom application of the information.
	
	Theory into Practice Project Presentation:
	1) Create a Theory Into Practice Matrix using the 5 research articles
	2) Write a 1 to 1 1/2 page literature review of this topic using the **Matrix** and 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."
	
	3) Conduct the **Theory into Practice Project** Using a Content Literacy Strategy
	    o engage in reflection (i.e., function as a reflective practitioner by maintaining a 3 week or more journal regarding the experience). The journal is part of the grade.
	
	4) **Create a Poster Presentationabout the Theory into Practice Project** and…
	    a. provide a description of the project implemented (i.e., detailed project summary, sample materials, time frame & logistics);
	    b. include a statement of the goals for the project (i.e.,
		100 pts.	Literature Review Due Nov 17
			
			Send Through D2L Drop Box
			
			Final Presentations Dec 1

	including the Illinois Common Core State Standards being addressed); c. assess the impact of the project (i.e., summarize and analyze the results obtained); 5) Using a trifold poster, students will present their project to the class.		
Shared Book Assignment	Each student will select a book to share with their peers. A lesson plan will be submitted to the instructor. An extension activity demonstrating how to use a literacy strategy to teach the book must be incorporated and shared with the class. Students will be responsible for providing copies of each extension activity to class members.	20 pts	Signup for your presentation date **In Class**
Journal Responses		10pts each	TBA
Reflection Papers		10pts each	TBA
Discussion Board	Online	10 pts each	TBA

Instructor's Policies for the Course (i.e., attendance and late assignments):
A. Participation: Class attendance and participation are expected in the course. Participation includes the following: being in class on time (3-5 minutes early), looking and actively listening to those who are speaking, working cooperatively with group members, being prepared for class, and being actively involved in activities and discussions. This also means that your cell phones are turned off or silenced and put away. If an emergency arises please notify the instructor if you are unable to attend class by leaving a message via e-mail. Ten points will be deducted for each unexcused class absence.
B. Preparation for class discussions, assignments, and activities –Students are expected to demonstrate their understanding of assigned readings and homework tasks through class discussions, written examinations, collaborative class projects, and in-class presentations. **Standard college preparation for courses requires a minimum of 2 hours of work outside of class for each credit hour. Please keep this in mind when planning your course schedule and outside commitments.**
C. Course Assignments and Expectations: All assignments must be turned in by the due date, unless approved by instructor. If an assignment is turned in late, 10% will be deducted for each day the assignment is late from the final points earned. All assignments must be completed in an *exemplary* fashion in order to earn an A**.**
*Assignments and due dates are tentative and subject to change. *The instructor will provide detailed instructions and expectations for each assignment.*
D. Examinations: One test, consisting primarily of objective items will be administered to assess student understanding of course content. This test will be scheduled during the semester and given online. The test include text assignments, class activities, lectures and audio-visual materials used. The test will approximately 50 points. The final exam will be students research presentations. Students will meet at the scheduled final exam time.

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.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

COURSE OUTLINE

Week 1	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

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

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