Course Description
What role does literacy play in content area learning for middle and high school students? The primary goal of this course is to introduce you to methods and strategies that support content area instruction. Multiple contexts for teaching and learning will be discussed. These contexts will include the classroom, the home, and the Internet. During each class, you will have the opportunity to investigate and develop a variety of general, as well as discipline-specific, literacy strategies that can help secondary students acquire knowledge of your content area. You are encouraged to bring your laptop to each class because this will enable you to access the Internet and facilitate your ability to workshop with other members of the class.

Course Objectives
Teacher candidates will acquire and demonstrate strong professional knowledge and skills for implementing evidence-based professional practice. Students will be able to (SWBAT):

1. Scrutinize content area literacies in terms of current theory, research, and practice;
2. Develop skill in the use of instructional strategies and tools—including assessment—designed to maximize learning for all students;
3. Examine issues related to literacy behaviors, such as curricular differentiation;
4. Comprehend the mutual supporting role of all literacies: reading, writing, speaking, listening, viewing media, thinking critically.
5. Write constructive lesson plans that integrate literacy techniques as a support for content area learning;
6. Plan the integration of technology into content area study;

Teacher candidates will acquire a commitment to inquiry, reflection, and transformative leadership. Specific goals are:

1. To read current research to pursue individual questions;
2. To reflect on individual questions in light of new research-based knowledge.

Teacher candidates will embrace diversity and be prepared to meet new challenges in an ever-changing world. Specific goals are:

1. To explore the political, cultural, and sociological impacts relevant to content area literacies; and,
2. To plan instruction that shows ability to honor differences, to differentiate learning, to motivate learners, and to work toward equity and human rights.
**Course Structure**

Classes will be conducted as workshops with student involvement a crucial ingredient. Therefore students will be expected to:

1. Do the required reading in the time frame indicated and to participate in class activities.
2. Complete the written assignments and presentations as outlined in the syllabus and/or described in class.
3. Bring laptops to class.
4. Have access to the Internet for research and class communication.

**Resources for the Course**

**Required Texts**


A content area textbook (middle or high school level)

**Supplemental Readings**


**Internet Resources**

ClassJump: [http://classjump.com/edci40102](http://classjump.com/edci40102)

ClassJump is a free website “for the use and enjoyment of educators, students and parents.” Chances are your school will have Moodle or some other type of on-line course management site; but, we will use ClassJump to experiment with using discussion boards, posting readings and homework, accessing related classroom materials (e.g. links), or browsing other ClassJump sites as appropriate. ClassJump represents an authentic use of ICT to manage your own classrooms, *but it is only one option*. Ultimately, you have to decide which technologies facilitate learning in your content area, engage students, and are used/approved by your school.

ReadWriteThink: [http://www.readwritethink.org/](http://www.readwritethink.org/)

This website provides excellent lessons and resources to supplement literacy instruction across the grades and across content areas.

*Teaching With the Internet* Companion Site: [http://www.sp.uconn.edu/~djleu/fourth.html](http://www.sp.uconn.edu/~djleu/fourth.html)

This resource will provide limitless links to websites to support instruction. More importantly, instructional frameworks for teaching with and on the Internet are explained in clear, comprehensive chapters.

**Assignments & Grading**

1. Attendance and insightful class participation [20%]
2. ClassJump posts [15%]
3. Before, During, After Reading Strategy Development Activities [15%]
4. Vocabulary Activity [5%]
5. Annotated Resource List on Google Docs [15%]
6. Review of Professional Literature [15%]
7. Cover Letter [15%]

1. **Attendance and participation (20%)**

Attendance and punctuality are required. This type of professionalism will be expected when you begin teaching and is expected here. If you must miss any session, please notify me in advance. Any student missing more than one class session will need to complete a written
review of professional literature to compensate for the content of the missed class (see instructor for details). Also, come to each class having read the assigned material because, working with a small group, you will lead a 10-15 minute “expert” discussion of the reading (e.g. Hot Seat, Zwiers, 2004). Regular contribution to class discussion is expected, as it will enhance our understanding of issues and content. All work is due on the date assigned, regardless of whether you are present for class, unless prior arrangements are made with the instructor – no exceptions.

[Evaluation: regularly active and insightful contributor = 100-80; regularly active contributor but few insights = 70-50; infrequent contributor, few insights = 40-20; never contributes = 10-0]

2. ClassJump Posts (15%)
Throughout the course, you will be required to respond to texts, activities, and/or class discussions. Your posts should include references to other students’ posts, readings, and any other information you believe is relevant to our study of content area literacy. Posts should be brief (about a paragraph) but also demonstrate, over time, an understanding of multiple perspectives. To receive full credit, you must post a total of 5 times. These will include responses to questions/comments I post as well as your own questions/insights.

[Evaluation: regularly active and insightful contributor = 100-80; regularly active contributor but few insights = 70-50; infrequent contributor, few insights = 40-20; never contributes = 10-0]

3. Before, During, & After Reading: Strategy Development Activities (15%)
4. Building Vocabulary Knowledge: Strategy Development Activity (5%)
These assignments allow you to practice working with reading strategies as they apply to the different types of learning objectives. Find and modify activities from our class texts, class activities, the Internet, or other resources available to you; don’t reinvent the wheel! You will write a one-page outline for this activity (turn in) and introduce it, briefly, to a small group during class. Finally, post your outline to ClassJump (as applicable) for others to access.

Before
You will develop one activity that can be done BEFORE reading to address essential information from a content area reading selection (article, primary source, textbook chapter, film, etc.) that is appropriate for middle or high school students. This activity will be based on the learning strategies that address activating prior knowledge, preparing students to read, etc.

Vocabulary
You will develop one activity that supports vocabulary instruction (symbols, word/concept knowledge, figurative use of language, etc.) in your content area and is specific to a content area reading selection (article, primary source, textbook chapter, film, etc.). This activity will be based on the learning strategies that address activating prior knowledge, preparing students to read, etc. You will write a one-page outline for this activity and share it with a group during class.

During
Next, you will develop one DURING reading activity that students can use to increase comprehension as they read. Again, this activity will be based on essential information from a
content area text. The activity should be based on the learning strategies you have identified as being effective for use during reading.

After

Last, you will develop one AFTER reading activity that is intended to help students retain information, improve understanding of the topic/concept, make relevant connections to prior knowledge, and apply new knowledge as appropriate.

[Evaluation: comprehensive and engaging = 100-80; comprehensive but cumbersome to implement = 70-50; has some potential but undeveloped = 40-20; little evidence of work = 10-0]

5. Annotated Resource List on Google Docs (15%)

You will work with three other students to create a resource list to use when teaching. This list will be collaboratively constructed using Google Docs. You will compile a list of the 20 best sources (print; on-line; media; field locations e.g. visit to an MRI center, science exposition, etc.; author talks, etc.) that can facilitate teaching and learning in your content area. These resources might include: Screencast-O-Matic; PhotoStory; National Archives Experience DocsTeach; Glogster; BBC Science Human Body & Mind; Wordle; findingDulcinea; PBS TeacherLine Math Interactives; NCSS; NSTA; NCTM; Son of Citation Machine; Vikings: The North Atlantic Saga at the Smithsonian National Museum of Natural History; VoiceThreads; etc. These resources, however, must also include at least three on diversifying your content to meet the needs of ALL students. Your list must include full bibliographical information on each source using APA format and a one paragraph description summarizing its potential value to content area teachers. Balanced participation is expected when creating this list. Your individual contribution will be clear through the “revisions” feature in the Docs program.

[Evaluation: insightful and comprehensive = 100-80; comprehensive but not especially insightful = 70-50; comments on an idea but not developed = 40-20; little evidence of work = 10-0]

6. Review of Professional Literature [15%]

Read and review an article from a peer-reviewed journal that is related to a topic on literacy instruction in your content area. The review (2 pages) should contain:

• Bibliographic information and brief summary of article content
• Analysis of the strengths and limits of the study/issue being discussed
• Discussion of how you would apply the content to a middle/secondary classroom
• Turn in a copy of your annotated article with the review

7. Cover Letter (mock-up) [15%]

Based on the posts for insights and competencies, you will write a one page cover letter to a principal regarding an anticipated vacancy in your content area. In the letter, you will address your unique qualifications as well as how you can support the literacy development of adolescent learners in your classroom.
Note:

- The course syllabus is subject to change. When possible, I will make every effort to inform you as to the nature of any changes (especially as they may pertain to guest speakers). Check posts and/or e-mail before class.

### Course Outline

<table>
<thead>
<tr>
<th>Day</th>
<th>DISCUSSION</th>
<th>Readings and Assignments Due*</th>
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<tbody>
<tr>
<td>1</td>
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| 1/18/11 | **Introduction, Course Overview**  
  - Literacy & Content Area Instruction  
  - The Adolescent Learner  
  - Top Ten (determining purpose) | Register for ClassJump |
| 2   | **Engaging Students**  
  - “Inconsiderate Texts” and Readability Assessment  
  - Effective Use of Comprehension Strategies Before Reading  
  - Workshop | Hot Seat (Chapters 5, 6)  
  Post 1-Content Area Autobiography/Memoir |
| 3   | **Engaging Students**  
  - Building Vocabulary Knowledge  
  - Workshop | Hot Seat (Chapter 8, McCollin et. al., 2010)  
  Strategy Development Activity (Before Reading) |
| 4   | **Reading Disability, Remediation, and Older Students**  
  - Studying and Study Strategies  
  - Workshop  
  - Guest Speaker on Special Education (tentative, 3 PM) | Hot Seat (Chapter 11, LaPrairie, K. et.al., 2010)  
  Post 2 (questions for speaker)  
  Strategy Development Activity (Vocabulary) |
| 5   | **Engaging Students**  
  - Effective Use of Comprehension Strategies During Reading  
  (4-Column Dialectical Notes) “Under the Big Top: Using the Hartford Circus Fire of 1944 to Teach Literacy Strategies to Connecticut's | Hot Seat (Chapters 7, 9)  
  Review of Professional Literature |
## Content Area Teachers” or, a content article that you might read with your students (e.g. MLK’s “Letter from Birmingham Jail” - HS social studies, “Out for Blood” – MS/HS science, “Game Theory Posits Measure of Baseball Players’ Value” – MS/HS math)


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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>6/12/11</td>
<td>• <strong>Workshop</strong></td>
<td>Review of Professional Literature</td>
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<td>1/25/11</td>
<td><em>Engaging Students</em></td>
<td>Hot Seat (Chapter 10)</td>
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<td>• <strong>Effective Use of Comprehension Strategies After Reading</strong></td>
<td>Strategy Development Activity (During Reading)</td>
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<td></td>
<td>• <strong>Helping Students Develop Thoughtful Written and Multimodal Responses</strong></td>
<td>Post 3 - What competencies and insights did you gain over the semester? How do you think these insights &amp; competencies will impact your teaching? Finally, what do you think are the greatest challenges facing teachers who provide content area reading instruction in the secondary classroom?</td>
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<td>• <strong>Formative &amp; Summative Asmt</strong></td>
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<td>• <strong>CT Academic Performance Test</strong></td>
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<td>8/1/27/11</td>
<td><strong>Survey (w/ TL)</strong></td>
<td>Hot Seat (chapter 2, McDonnough &amp; Cho, 2009)</td>
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<td><em>Culturally Responsive Instruction and English Language Acquisition</em></td>
<td>Strategy Development Activity (After Reading/Wtg)</td>
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<td></td>
<td>• <strong>Guest Speaker on ELL (tentative, 3 PM)</strong></td>
<td>Post 4 (questions for speaker)</td>
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<td>Google Docs – Resources</td>
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<tr>
<td>9/1/28/11</td>
<td>• Reception (1:30 PM)</td>
<td>Post 5 – What will help students taking EDCI 4010 in the future make the most of this course?</td>
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<td>• Debrief/Mock Interviews</td>
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<td>• Session with 4010-001 (tentative)</td>
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<td>Cover Letter</td>
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Classroom format:
- Consider the classroom as an interactive community of learners that you are facilitating; please participate to the fullest extent in an authentic way.
- Complete respect for others and their views is expected at all times. Rigorous discussion is engaging and productive; it is also civil and polite.

Inclement Weather: This class will follow the Central Administration’s decisions about closure of the campus due to weather. Students are advised to prioritize their well-being and safety and to use all caution in coming to class at times of bad weather. The instructor will make up all sessions missed due to weather closures.

Copies of student work: It is recommended that you keep copies of your papers and projects.

Format of Papers: All papers should be word-processed and double-spaced. Please use APA style when citing references and processing bibliographies. Include your name, course #, due date, and instructor/facilitator’s name on the first page of the assignments.

Revision Policy: If you wish to revise work that has been returned to you, you may revise and return it to the course instructor/facilitator within one week after earning your initial grade; however, the sooner you revise your work, the better the learning experience. Please note that you may select only one project for revision during the duration of the course. Include your original paper with the instructor/facilitator’s comments when submitting your revised paper. A paper submitted for reconsideration will not receive a lower grade: It will either receive the same grade or a higher grade.

Late Papers: If a student seeks an extension past the deadline for assignments, the student must first ask permission from the instructor/facilitator before the due date of the assignment. For a reasonable excuse, the student may receive an extension of up to one week. However, the assignment will receive a one-point penalty depending on the reason for the requested extension.
**Discussion Strategy: Hot Seat**


**Overview:**

Using the Hot Seat strategy motivates students to thoroughly understand a text. The teacher assumes the role of a character in a narrative selection, a historical figure in an expository text, an expert in the field, or a subject from a scientific study, such as an aortic valve, a maple tree, a planet, or a cumulus cloud. After the teacher's portrayal, a student/group assumes the same role. Using the information already studied, the students can examine the importance of the subject and are better prepared to discuss it.

**Procedure (modified):**

1. To begin with, the teacher assumes the role of a subject and sits in the front of the class in a specially designated chair called the Hot Seat.
2. Next, students are invited to ask questions of the guest in the "Hot Seat". In the beginning it may be necessary to start the question-asking session by saying, "I am Albert Einstein. Do you have any questions for me?" Or, “I am a rose bush* and live in the rose garden at the White House. What do you want to know?”
3. After the students have become familiar with this format, divide them into small groups of four to six. This group takes the Hot Seat and proceeds as described in #2 above. Students are encouraged to ask questions that provide insight into content, main ideas and supporting details, connections to other learning/reading, or raise concerns about the subject. The goal is to generate thoughtful discussion on content, not interrogate your classmates!
4. Before doing this activity, it is important that time be allowed for both the "Hot Seat" expert(s) and the class have ample time to research the character/individual or subject.

**Examples of Questions for EDCI 4010:**

1. Why might prior knowledge be more important to learning than actual intelligence?
2. Why might secondary students be resistant to activities like K-W-L?
3. What are some of the different types of context clues that students might use in content area reading to build vocabulary knowledge?
4. What are the limits of high stakes assessment such as the CAPT? What are their appropriate uses?
5. Why is “readability” a slippery slope?

*On the rosebush: Jeff Z. is just trying to give an idea of the scope possible with this activity. It's OK to be creative; however, call me crazy, but I’m not sure that the majority of high school seniors would want to be a rose bush (although I may be underestimating them… 😊)."
Guidelines for Strategy Development Activity

- You will prepare and teach a brief text lesson (about 10 - 15 minutes). Non-presenting students will represent the instructional audience and are encouraged to ask questions about what the “teacher” is doing and why.

- Your typed lesson outline (one page, turn in) should include:

  name of activity/strategy it supports
  (i.e. anticipation guide / activate prior knowledge, set a purpose for reading)

  objective
  (i.e. SWBAT use "anticipation guide" statements to focus on the most important concepts in that reading)

  materials necessary
  (i.e. texts, handouts, sticky notes, markers, etc.)

  procedure for instruction
  (modeling, guided practice, independent student practice)

  assessment/closure

- You can use materials (print, on-line, or digital) of your own choosing, but they should be appropriate for the middle or secondary level. Many examples of strategy activities can be found in our class texts.

- Post your outline to ClassJump. They are a VALUABLE resource for future lesson planning.