

University of North Carolina Greensboro ~ School of Education
Department of Curriculum and Instruction

SYLLABUS
CUI 535: Literacy in the Content Area
Fall 2006

General Course Information

Course and Prefix Number: CUI 535, Thursdays 5:00 – 7:50 p.m., Curry 247

Course Title: Literacy in the Content Area

Credits: 3

Course Prerequisites: Prior admission to teacher education or M.Ed. program

For Whom Planned: This course is designed for prospective middle grades, secondary, and special subject or content area teachers.

Instructor Information: Dr. Lynn Wright-Kernodle
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Course Purpose/Catalog Description: *Designed to prepare middle grades, secondary, and special subject or content area teachers to work with students who exhibit a variety of reading and writing levels.*

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognized the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Teaching Strategies: Teaching strategies will include discussion, group work, reflective activities, conferences, student presentations, inquiry activities, and lecture. Often, class activities will be designed as examples of strategies you can use with your own students.

Required Text: Alverman, D.E., S.F. Phelps, and V.G. Ridgeway. (2007). Content reading and literacy: Succeeding in today's diverse classrooms (5th ed.). Boston: Allyn and Bacon.

Course Goals and/or Objectives: This course is divided into three major units of study ~ (1) Theoretical Foundations; (2) Assessment and Accommodation; and (3) Instructional Planning and Teaching Strategies. Through an exploration of these major areas, you will:

- Become knowledgeable of issues, questions, and research related to adolescent literacy;
- Learn research-based strategies for teaching reading and writing in middle and high school classrooms;
- Analyze current reading and writing theory and related teaching strategies in the content areas;
- Recognize the learning benefits of teaching reading and writing in the content areas;
- Learn strategies for effective assessment of content area texts as well as strategies for effective assessment of students' reading abilities;
- Learn ways to support student learning optimally through the use of reading, writing, discussion, study strategies, inquiry and research, and classroom discussion in content area classrooms;
- Learn ways to address diversity in student learners – cultural, linguistic, and intellectual;
- Design a unit overview plan that incorporates strategies for in-depth student learning;
- Demonstrate how to enhance and use reading comprehension, vocabulary, research and inquiry, writing, and discussion strategies within the context of the content areas;
- Adapt reading and writing assignments to the content areas
- Differentiate between writing for learning (informal writing) and writing in the discipline (formal writing);
- Reflect on your learning and teaching of reading and writing processes

This course will also meet standards of state and national associations: INTASC, NBPTS, ISTE, and NC Advanced Competencies (NCDPI)

UNCG Academic Honor Code: As applicable, all of your assignments should be submitted on time, word-processed, spell-checked, checked for grammatical errors, and conform to APA Handbook guidelines. All work submitted should be thoughtful, reflective of your learning, and reflective of the high standards that we should have for ourselves as educators. In this class, we will create a learning community. In all aspects of our communications with one another, we will remain professional and helpful. In my role as a facilitator, I will guide and support your learning; however, you are ultimately responsible for your learning in this course. All class members will abide by the UNCG Academic Honor Code. Your name and/or signature on all the work you turn in for a grade will be your statement that you have abided by the UNCG Academic Honor Code.

Topical Outline:

<u>Date</u>	<u>Readings</u>	<u>Class Focus/Assignments Due</u>
Aug. 17	THEORETICAL FOUNDATIONS (Chapters 1, 2 [pp. 34-40], 3, 10 [pp. 290-300]) <i>INTASC 2, 3, 5, 6; NBPTS Literacy Standards 1, 2, 3, 4; ISTE 5; NCDPI 3, 6; NCDPI Adv. Competencies A, B, C</i>	
	Chapter 1	Introduction to Course; <u>Instructions for Library Research Project (written & oral)</u> ; <u>Instructions for Course Project</u> ; LITERACY; CONTENT LITERACY
24	Chapters 1, 2 (pp. 34-40)	Content Literacy Continued: READING PROCESSES; LANGUAGE & CULTURE; <u>Instructions/Sign Up for Book Talks/Read Alouds</u>
31	Chapter 3 Chapter 10 (pp.290-300)	LEARNING ENVIRONMENTS; WRITING AS A WAY OF KNOWING; Course Project Plan Due
Sept. 7		Writing as a Way of Knowing Continued; “Read Alouds”; QUIZ on Theoretical Foundations; <u>Instructions for REAP Analysis</u> ;
14	ASSESSMENT/ACCOMMODATION (Chapters 5, 2 [pp.41-60]) <i>INTASC 1, 3, 8, 9, 10; NBPTS Literacy Standards 7; NCDPI Adv. Competencies C, D</i>	
	Chapter 5	Class format TBA
21		Class format TBA; Library Research/Review of the Literature DUE – (Please turn in by 5 p.m. via e-mail/Word attachment.)
28	Chapter 2 (pp. 41-60)	Assessment Continued; CENSORSHIP; Accommodation and SPECIAL NEEDS; REAP Analysis DUE ; “Read Alouds”
Oct. 5		Special Needs Continued; QUIZ on Assessment/Accommodation; “Read Alouds”; Oral Presentations of Review of the Professional Literature DUE
12	INSTRUCTIONAL PLANNING/TEACHING STRATEGIES (Chapters 4,8,6,7,9,11, 10 [pp. 301-336]) <i>INTASC 2, 4, 6, 7, 9; NCPTS Literacy Standards 5, 6, 9, 10; ISTE 3, 4</i>	
	Chapter 4	PLANNING & TEACHING for Content Literacy; TEACHING FOR UNDERSTANDING; “Read Alouds”
19		Teaching for Understanding Continued; <u>Instructions for Unit Planning & Design (Group Project)</u> ; Group Work; “Read Alouds
26	Chapters 6, 7, 9	READING STRATEGIES; Group Work; “Read Alouds”
Nov. 2		Reading Strategies Continued; Group Work; “Read Alouds”; <u>Course Project Presentation Instructions</u>

Nov.	9	Chapter 12 Chapter 10 (pp. 301-336)	Reading Strategies Continued; LITERATURE IN THE CONTENT AREAS; WRITING STRATEGIES; “Read Alouds”; Unit Plans DUE
	15		Writing Strategies Continued; “Read Alouds”
	30	Chapter 11	Writing Strategies Continued; STUDY STRATEGIES; “Read Alouds”; Course Projects DUE
Dec.	7	(Exam Date)	QUIZ on Instructional Planning & Strategies; Course Project Presentations

Evaluation Methods and Guidelines for Assignments:

Class Participation/Attendance (15 points) Students are expected to attend and participate actively and respectfully in all class sessions. Keeping up with assigned readings is especially important for effective class participation as is completing assigned work on time. (DUE dates are listed under Topical Outline section.) Various class activities will also count as a part of the class participation grade. Since many of these activities will be impossible to make up outside the class setting, it is important that you make every effort to be in class. Emergencies do arise; it may be necessary for you to miss a class. In this event, I expect you to contact me to discuss the problem. If you know ahead of time that you will have a conflict, you must discuss it with me prior to your absence or the absence will be unexcused and points deducted from your final grade. Professionalism and demonstrated ability to work well with others will be considered in the final grade analysis.

Quizzes (15 points ~ 5 points for each quiz) Quizzes will serve as a quick review of each of the three major sections of study in this course. Quizzes, each of which will take no more than 30 minutes of class time, are scheduled for **September 7** (Theoretical Foundations), **October 5** (Assessment/Accommodation), and **December 7** (Instructional Planning/Teaching Strategies).

Library Research/Review of the Professional Literature (30 points ~ 15 points for each paper) You will select two articles from professional education journals about any aspect of (1) reading and (2) writing in your content. Please see separate handout for specific directions. Instructions will be given August 17. Both of your papers are **DUE** via e-mail/Word attachment by 5:00 p.m. on **September 21**.

REAP Analysis (10 points) You will choose one of your articles and analyze the research using the REAP method. Please see separate handout for specific directions. This activity will serve as a model for a strategy you can use with your own students to help them achieve “deep reading.” Instructions will be reviewed September 7. **DUE September 28**.

Oral Presentation of Library Research (10 points) In small groups of diverse content areas, students will share highlights from the two articles they have read and analyzed. Please see separate handout for specific directions. Instructions will be reviewed August 17. **DUE October 5**.

Unit Planning & Design – Group Project (15 points) In like content area groups, you will design a unit overview using the planning concepts discussed and practiced in class. Specific instructions for this activity will be reviewed on October 19. **DUE November 9**.

Book Talk/"Read Alouds" (10 points) See separate handout for details for this requirement. Specific instructions for this activity, along with sign-up sheets for dates of presentations, will be reviewed on August 24. **DUE DATES** – September 7, 28; October 5, 12, 19, 26; November 2, 9, 15.

Course Project (45 points TOTAL)

Course Project Plan (10 points) See separate handout for details for the Course Project Plan. Instructions will be given August 17. Plan **DUE August 31**.

Course Project (30 points) Through this course project, you will have the opportunity to explore in depth a topic of interest to you that is related to this course. You may choose to complete (1) an annotated bibliography or (2) a research paper. Please see separate handout for details for this project. Instructions will be reviewed August 17. Project **DUE November 30**.

Course Project Presentation (5 points) Full details for this final activity will be Reviewed on November 2.

Point Summary/Grading:

150	A+	130	C+	< 110	F
144 – 149	A	123 – 129	C		
141- 143	A-	120 – 122	C-		
140	B+	119	D+		
134 – 139	B	113 – 118	D		
131 – 133	B-	110 – 112	D-		
				TOTAL POSSIBLE POINTS:	
				150	

Late Work: Late work will be accepted with a credit deduction of 2 points for each day (not class meeting) late.

Recommended Reading:

California Department of Education. (1996). *Practical Ideas for Teaching Writing as a Process: Elementary/Middle School*.

Farrell-Childers, P.B. Gere, A.R., & Young, A. (Eds.). (1994). Programs and practices: Writing across the secondary school curriculum. Portsmouth, NH: Boynton/Cook.

Maxwell, R.J. (1995). Writing across the curriculum in middle and high schools. Boston: Allyn and Bacon.

Richardson, J.S. (2000). Read it aloud! Using literature in the secondary content classroom. Newark, DE: International Reading Association.

Tierney, R.J., & Readence, J.E. (2000). Reading strategies and practices: A compendium (5th ed.). Boston: Allyn and Bacon.

UNCG=s website on speaking and writing across the curriculum
<http://www.uncg.edu/cac/>

North Carolina Public Schools (DPI) site for educators
<http://www.dpi.state.nc.us/educators.html>

Writing and Reading Across the Curriculum Resources
<http://www.reading.indiana.edu>

Electronic Communication Across the Curriculum
<http://onlinelearning.tc.cc.va.us/faculty/tcreisd/projects/ecac>

WAC Clearinghouse

http://aw.colostate.edu/resource_list.htm

The Writing Across the Curriculum Corner

<http://www.psesd.wednet.edu/wac/>

Lessons Plans Across the Curriculum

<http://members.aol.com/Donnpages/LessonPlans.html#CHART>

Resource for Writing:

The Writing Center at UNCG

3211 HHRA Building

334-3125 (Call for appointment OR drop-in.)

Sunday: 5–8 p.m.

Monday–Thursday: 9 a.m.–8 p.m.

Friday: 9 a.m.–3 p.m.

The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed.

Please consider using this service for your two papers and your course project.