

## Literacy in the Content Areas: Critical Reading, Writing, and Thinking

### Summer 2016 - Credit Hours: 3

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### Course Description

This course examines strategies for learning from texts, studying different types of textual materials, monitoring learning, and integrating oral and written discourse.

**Credit Hours:** 3 Hours

#### Required Texts:

Gunning, T. G. (2012). *Building Literacy in Secondary Content Area Classrooms*. Pearson Education, Inc. ISBN: 978-0-205-58081-1

#### Recommended Text:

Tompkins, G.E. (2013). *50 Literacy Strategies Step by Step*. 4<sup>th</sup> Edition. Boston: Pearson Education, Inc.

Recommended: USB flash drive for saving course work. Other assigned reading provided by the instructor.

It is expected that you attend each class session and be on time. Attendance is taken at the beginning of class; thus it is the student's responsibility to alert the instructor of attendance if he/she is tardy. If you do not attend a regularly scheduled class session it is considered as an absence. If a student is absent 3 class sessions his/her final grade will be dropped one letter grade at the discretion of the instructor. If a student is absent from 5 class sessions, his/her final course grade will be dropped two letter grades at the discretion of the instructor. If a student is absent from 6 classes, his/her final course grade will be a failing grade. At this point the student cannot make the required grade of C or above.

### Course Objectives:

1. Identify and nurture basic reading skills
2. Define and describe vocabulary-building strategies
3. Differentiate and demonstrate ways to develop levels of comprehension
4. Define, describe, and demonstrate study-skills instructional techniques
5. Describe strategies for critical and inferential reading skills
6. Consider and select instructional materials based upon students' interests and learning styles
7. Defend varied and constant assessment
8. Identify reading disability characteristics and analyze the wide range of abilities within the middle school and high school settings
9. Assess significance of reading instruction in secondary schools
10. Demonstrate the relationship between reading and learning in various content areas
11. Discuss and Demonstrate instructional strategies for improved comprehension
12. Specify procedures and practices for determining reading levels of secondary students

13. Recommend strategies to nurture recreational reading among secondary students
14. Demonstrate project-based reading practices
15. Develop teaching strategies that relate reading skills to subject content
16. Critique selected theoretical models and discuss their implications for instruction
17. Analyze the psychological, sociological, and physiological factors affecting reading behavior
18. Recognize and assess research for reading instructional practices
19. Use technology-based reading instruction

### Course Topics:

Cognition, reading, and content learning Pre, during, and post reading  
Content learning within an instructional framework  
Using literacy processes to scaffold instruction  
Scaffolding for vocabulary development and acquisition  
Cooperative and collaborative learning  
Writing to learn, Response to Intervention  
Computer-assisted instruction in content learning  
Meeting the unique needs of learners across the curriculum  
Assessment in the content areas  
Use of technology to support content instruction

### Due Dates/Extensions/Submission Format

Assignments are due weekly throughout the semester on Blackboard. Consult the class calendar for the due dates of all assignments and submission formats. Work received after posted due dates will receive **10 percent off each day late, no exceptions** - all assignment details are provided on Blackboard on the first day of class. Students must completed 75% of the course before

### Submitting Assignments:

Consult the assignment information for specific directions on how and when to submit assignments and submission formats. You must put your name on all assignments. You must follow APA style for written assignments and list all references used. All written assignments must be double-spaced. Use only a font size of 12 or larger and use Arial type with all papers.

### Participation Policy:

Your contributions to classroom discussions and active participation in-group projects are **EXPECTED**. Points are awarded for attendance and contributions made during all class sessions.

### National Board (NBPTS) Alignment Session:

You are required to attend an information session that will provide you with an overview of the National Board Professional Teaching Standards and the format of the required writing elements in one or more assignments associated with this course. You will be given a certificate for verification that you attended and received the information.

## Informal Clinical Hours:

Students are required to complete fifteen observation hours in an assigned school. These fifteen hours must be completed by the end of the summer program to prevent interference with other university scheduled clinical observations and to have ample time to complete the required paper due at the end of the clinical time. Keep a journal that describes your classroom experiences in your placement. The course instructor will provide the format of the journal to you. One specific goal of the observation experience is to carefully observe students who seem to have problems comprehending the content. Each hour of clinical observation should include the following three elements: Description; Analysis; and Reflection.

### Informal Clinical Evaluation Checklist:

- \_\_\_ 1) Sign-in at school office everyday of observation
- \_\_\_ 2) Return signed letter with classroom teacher's approval
- \_\_\_ 3) Complete a daily journal entry for each hour of class observation
- \_\_\_ 4) Complete 15 hours of clinical observation at an assigned school

## Professional Organizations/Websites

The Council for Exceptional Children (CEC)  
[www.cec.sped.org](http://www.cec.sped.org)

Educational Testing Service (ETS)  
[www.ets.org](http://www.ets.org)

ERIC Clearinghouse on Reading, English, and Communication  
[www.indiana.edu/~eric\\_rec](http://www.indiana.edu/~eric_rec)

International Literacy Association  
<http://www.literacyworldwide.org/>

National Association for the Education of Young Children  
[www.naeyc.org](http://www.naeyc.org)

National Center for Family Literacy (NCFL)  
[www.famlit.org](http://www.famlit.org)

National Council of Teachers of English  
[www.ncte.org](http://www.ncte.org)

Reading Online (an electronic journal of IRA)  
[www.readingonline.org](http://www.readingonline.org)

United States Department of Education  
[www.ed.gov](http://www.ed.gov)

Helpful information for diverse classrooms with struggling readers  
<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li400.htm> <http://www.thewritingsite.org>

Resources for writing <http://reading.uoregon.edu/curricula/>

Learn about core reading programs. <http://reading.uoregon.edu/curricula>

Assessment, DIBELS

[http://www.professorgarfield.org/parents\\_teachers/links/fluency\\_links.html](http://www.professorgarfield.org/parents_teachers/links/fluency_links.html)

Internet resources, printable materials, education links

<http://www.busyteacherscave.com/units/fluency.htm>

Excellent informational site and lots of ideas await you.

<http://www.childdevelopmentinfo.com/development/>

### Requirements and Course Assignments:

**Include your name and list of references for all course assignments.**

**Failure to have your name on your papers and acknowledge sources on assignments will result in deductions from your grades.**

**\*\*\*\*Mobile Phone use in class is unacceptable – if you are seen using your mobile phone without permission you will be marked absent from class.**

**Address classmates by name when responding to posts in the Discussion Board Forums.**

## Assignment # 1 - All About Me Journal

**(25 points) = Poster (10 points) and Journal (15 points) – Week 1**

**Guiding Questions for “It’s All About Me!” Journal**

**Assignment:**

1. What kinds of literacy experiences do I remember from home and my early years in school? How did these experiences influence my desire to engage in literacy practices and my love of knowledge? Do they still, resonate in my life today?
2. Did a particular teacher or introduction to specific kind of content mark a turning point in my desire to engage in literacy activities, my ability to demonstrate literacy skills, or my interest in literacy?
3. Was it difficult or easy for me to learn and to engage in literacy activities? Did I enjoy learning through literacy activities? Do I think the literacy processes and products used with me were/are helpful ways to learn and helpful ways to appreciate to learning?

## Assignment # 2 - Discussion Board Posts – Completed during class sessions.

**(210 points) - There are 14 Discussion Board Assignments (280 points total – Each Post = 15 points)**

You must read and respond to the information presented in your text by answering questions in each of the Discussion Board Forums. Through these online (individual) discussions/activities: Students will apply, analyze, evaluate, and/or synthesize information that has been read in the text and/or discussed for/in class. These activities will be completed individually. See the course syllabus schedule for due dates (20 points each post – 280 total points).

## Assignment # 3 - PASSPORT to Learning Project Presentations

**(35 points) – Week 2** - Make a presentation for your classmates about one of the following resources and/or services available at Marshall University.

- Interlibrary loan – Explain the process for completing a request using the interlibrary loan system (20 points). Literature and literacy are foundational aspects to learning in all content areas, but other “new literacies” help balance instruction. “You can’t always get what you want (at Drinko, but)...” So make a request for companion materials related to your content area of instruction. Explain how and why you will be using these materials in a lesson you would teach. Provide ideas about the background students would need to begin the lesson and write at least one lesson objective using the format provided to show how you might use one of these resources in your instruction.
- EZ-Borrow – Explain the process for completing an EZ-Borrow transaction through the Drinko Library (20 points). The Drinko Library provides access to books in libraries throughout West Virginia, Pennsylvania, and New Jersey. These partnerships with other libraries increase the possibilities for finding the exact book(s) / materials you want to use for instruction in your area. Complete and EZ-Borrow request for a particular book. Explain how and why you will be using the book in your content area of instruction. Provide ideas about the background students would need to begin the lesson and write at least one lesson objective using the format provided to show how you might use one of these resources in your instruction.
- Article Search – Complete an article search using the Drinko Library Data Base (20 points). Conduct a search for articles (a minimum of at least two articles) that could be used to build background knowledge regarding a topic in your field of study you would likely address in your classroom instruction. Present a summary of the articles and explain how you would incorporate them into your instruction and write at least one lesson objective using the format provided to show how you might use one of these resources in your instruction.
- **IBBY Collection 1 – 2015 Award Winning Books** - Introduce us to the IBBY Collection (20 points). The International Board on Books for Young Children collection is a new addition to the Drinko Library. Present examples of the books from this collection and tell how / why they can be used as resources in the 5-12 classroom. Provide ideas about the background students would need to begin the lesson and write at least one lesson objective using the format provided to show how you might use one of these resources in your instruction.
- **IBBY Collection 2 – 2016 Award Winning Books** – Introduce us to the IBBY Collection (20 points). The International Board on Books for Young Children collection is a new addition to the Drinko Library. Present examples of books from this collection and tell how / why they can be used as resources in the 5-12 classroom. Provide ideas about the background students would need to begin the lesson and write at least one lesson objective using the format provided to show how you might use one of these resources in your instruction.
- Explain how to use the Writing Center – Demonstrate how to make an appointment and work with a tutor at the writing center (20 points). Show the <http://www.marshall.edu/writingcenter/> website and explain how tutors help to revise and edit your writing assignments. Provide ideas about the background students would need to begin the lesson and write at least one lesson objective using the format provided to show how you might use one of these resources in your instruction to encourage students to use the writing center.

- Ask a Librarian (20 points). The Marshall University Drinko Library has a unique service called “Ask a Librarian.” It is available to help in your search for information, resources, etc. Explain how this service works and provide information about an “Ask a Librarian” search you conducted at: <http://www.marshall.edu/library/services/ask.asp>. Specifically, ask the librarian to assist you with finding information that you could use to support your classroom instruction. The librarian may help you with finding resources, articles, etc. After you have completed your query, explain the experience and take a screen shot of the chat exchange. Provide ideas about the background students would need to begin the lesson and write at least one lesson objective using the format provided to show how you might use one of these resources in your instruction.
- Explain how to use Clio and the Library of Congress Primary Resources Database (20 points). Explain the process for completing a search for primary resources using Clio at: [www.theclio.com](http://www.theclio.com) and the Library of Congress database of documents <https://www.loc.gov/>. Conduct a search for materials to use in your field of study using the databases mentioned above. Explain why and how you would incorporate the materials you have found into a lesson and write at least one lesson plan objective using the format provided to show how you might use one of these resources in your instruction.
- The Cabell County Library Card and Services and Points of View Database (20 points). You will explain how to apply for a Cabell County Library card to access books and other materials and services not available in the Marshall University Library. You will want to focus on materials that could be used with your English Language students and those who speak other languages. Search for information regarding English Language (EL) learning practices in the Points of View Database. Select articles related to a current issue that connects EL to your field of study and instruction. Locate at least two resources and present a summary of each. Provide the references for the materials you have found.
- Explain how you might find information about cultural events in and around the Huntington area to support learning experiences in your classroom (20 points). Summarize the non-athletic related events / venues in the Huntington area and at Marshall University. Find more information about cultural events at Marshall University by visiting the web addresses below - Birke Art Gallery
  - <http://www.marshall.edu/art/birke-art-gallery/>,
  - <http://www.marshall.edu/somt/calendar/>,
  - <http://www.marshall.edu/muartistseries/shows>
  - <http://www.marshall.edu/muartistseries/festivals>.
 Write at least one lesson objective using the format provided to show how you might use one of these resources in your instruction.

## Assignment # 4 - Strategies Presentations – Week 3

### Strategies Presentations 1 - (35 points)

The Gunning text provides detailed explanations of numerous different literacy strategies that are appropriate for use with school age students. All of these strategies are particularly helpful to content area teachers. You will prepare and present a **strategy** with an assigned partner. The strategies are listed on page XIX in your text. See the course schedule for presentation days. You are required to provide an in-class experience with each of the strategies you share during your presentation. **You will have 10 minutes for each presentation.**

### Strategies Presentations 2 - (35 points)



The Gunning text provides detailed explanations of numerous different literacy strategies that are appropriate for use with school age students. All of these strategies are particularly helpful to content area teachers. You will prepare and present a **strategy** with an assigned partner. The strategies are listed on page XIX in your text. See the course schedule for presentation days. You are required to provide an in-class experience with each of the strategies you share during your presentation. **You will have 10 minutes for each presentation.**

## **Assignment # 5 – School Journal Assignment – Group Project - Week 4**

**School Journal Assignment - (160 points) - There are 8 sections in this Journal Assignment**

- 1. Introduction – Conduct a Literacy Survey of the classroom (20 points).** A Literacy Survey is simply an examination/reflection of a classroom. There are three parts to this assignment. First, visit the West Virginia Department of Education website at: <https://wvde.state.wv.us/> to learn more about the Content Standards for your curriculum area of study. 1. What is the **mission** of the state; 2. Provide **school data** information (number of students the state serves), and **specific information about what students in your field should learn** (What should they learn according to the Content Standards for Literacy at your grade level?). **Second**, discuss and speculate about the kinds of interactions that would happen in your classroom. What sorts of practice does this teacher employ? What would you say about the classroom environment (Look specifically at how elements of literacy are incorporated and/or displayed in the classroom)? A list of questions and things to look for are listed in the directions for this assignment below. You will write up your reflection in a **narrative** format, typed in 12-point font, double-spaced in Arial Font, and submit the project to me via Blackboard. **Third**, you will describe the changes you would make to this classroom to enhance literacy instruction.
- 2. Discipline – Explain the discipline policy for your school and classroom (20 points).** Discuss how your teacher handles disciplinary matters in her/his classroom. Provide examples to illustrate the ideas you are sharing in your reflection.
- 3. Lesson Organization – Explain the planning and implementation of instruction in your classroom (20 points).** Describe the organizational processes and practices the instructor you are observing uses to plan and conduct instruction. Does he/she have a plan book, meet with other teachers for common planning, follow the assigned textbook, etc.? Describe the instructional practices most commonly used by your teacher. Provide examples to illustrate the ideas you share.
- 4. Resources, Use of Technology – Describe and explain available resources and technology (20 points).** Discuss the kinds of resources that are available for the teacher to use with her/his students. Explain what resources and technology is being used in the classroom during instruction. Give examples to illustrate the practices you have seen your teacher use in the classroom.
- 5. Social Groupings and Student Interactions – Describe the classroom environment (20 points).** Discuss the kinds of social groups and student-to-student interactions you observe in the classroom. Are students kind and supportive, friendly, and helpful? Do all of the students seem to interact in a socially positive and inclusive manner? Do students isolate and/or ostracize particular members of the class? How do (or Do) students monitor or encourage one another to aspire to the higher good for the class? Provide examples to illustrate the information you share.
- 6. Under Performing Students – Describe the bottom 20% of the students in your classroom (20 points).** What seems to account for the lack of success these students experience? Explain and provide examples to illustrate what/how your teacher does to help these students improve performance.

- 7. High Performing Students** – Describe the top 20% of the students in your classroom (20 points). What seems to account for the success these students experience? Explain and provide examples to illustrate what/how your teacher does to help these students improve performance.
- 8. Middle Performing Students** – Describe the middle 60% of the students in your classroom (20 points). What seems to account for the limited success these students experience? Explain and provide examples to illustrate what/how your teacher does to help these students improve performance.

## **Assignment # 6 – Observation of a Lesson – Week 4**

### **Observation of a Content Classroom Lesson – 60 points**

Use the National Board Observation documents in the “DEAD” Week Module to help you complete this assignment. You will probably see a great deal of overlap between your School Journal Assignment and the Observation of a Lesson Assignment.

## **Assignment # 7 – Class Attendance**

### **Class Attendance/Assignments/Responses: - (200 points)**

There are 15 class meetings. You receive 10 points for each session you attend to equal 150 points. There are 5 random in-class assignment responses. Each assignment/response = 10 points) Attendance will be taken at the beginning of class. Any assignments and responses conducted in class will count toward your grade and cannot be made up at a later date. You must be present to complete the assignments in order to receive the points.

## **Assignment # 8 – Final Exam – Week 4**

### **Final Exam – (100 points)**

This exam will be completed online. The exam will include a variety of questions that cover the information presented in the text and class sessions. The exam will have three sections and be comprised of Multiple Choice questions, Short Answer, and Short Essay questions.