Course Syllabus
This content area literacy course focuses on helping students develop strategies for strategic, independent learning. Students will come to understand that learning is an active, constructive process. Therefore, teachers of all subjects and grade levels will demonstrate knowledge and application of sound reading and writing strategies to enhance learning in the classroom. These strategies will create readiness for learning, use reading and writing to promote content understanding, and provide a means for assessing what has been learned. Major emphasis is given to comprehension instruction, vocabulary acquisition, and metacognition.

Textbooks

Required:
Moore, David W., Moore, Sharon Arthur, Cunningham, Patricia M., Cunningham, James W. Developing Readers and Writers in the Content Areas, K-12. Allyn and Bacon, 2011.


Selected journal articles.

Expected Outcomes

1. To understand the range and diversity of learners in a content area classroom and be able to provide instructional strategies for all learners.
2. To understand the principles of comprehension in all instructional activities and plan lessons accordingly.
3. To understand sound literacy strategies and provide activities before, during, and after reading to facilitate comprehension.
4. To promote the development of metacognition.
5. To foster conceptual vocabulary through concept building strategies, semantic mapping, semantic feature analysis, and contextual analysis.
6. To understand and experience writing as a process and utilize writing activities to promote and/or demonstrate content learning.
7. To design various assessments for classroom use including reading inventories, performance tasks, product descriptors/rubrics and portfolios.

**Course Outline**

**I. Literacy Landscape**

**Objectives:**
A. To diagnose student abilities and interests
B. To understand the process of reading and writing
C. To determine what good readers do
D. To discuss how good literacy strategies enhance content learning and enable learners to meet national, state, and local standards

**References:**

Moore, David W, Moore, Sharon Arthur, Cunningham, Patricia M., and Cunningham, James W. Developing Readers and Writers in the Content Areas K-12, Allyn and Bacon, 2011. Chapters: 1, 2


**II. Comprehension Instruction**

**Objectives:**
A. To understand the factors that influence comprehension
B. To understand the three underlying principles of comprehension
C. To utilize genres to address factors of comprehension (dangers, misconceptions)

**References:**

Lapp, Diane and Fisher, Douglas, Essential Readings on Comprehension, International Reading Association, 2009. Teaching Expository Text..., A Picture is Worth a Thousand Words...

Moore, David W, Moore, Sharon Arthur, Cunningham, Patricia M., and Cunningham, James W. Developing Readers and Writers in the Content Areas K-12, Allyn and Bacon, 2011. Chapters: 3, 4, 10

III. Content Area Literacy Strategies

Objectives:
A. To design activities to use before, during, and after reading to foster comprehension
B. To develop frames of reference for reading and studying
C. To develop good questioning strategies
D. To prepare a STP
E. To understand the benefits of individualized study
F. To examine using the Internet as a content area tool

References:


Roe, Stoodt-Hill, and Burns, chapters 2, 4 and 5.


Lapp, Diane and Fisher, Douglas, Essential Readings on Comprehension, International Reading Association, 2009. QAR: Enhancing Comprehension..., Constructing Anne Frank..., Expansion Modules for Request..., Getting the Big Idea, and Teaching Summarization...

IV. Metacognition

Objectives:
A. To be able to define metacognition and explain its purpose in learning
B. To utilize and model strategies of metacognition

References:

Lapp, Diane and Fisher, Douglas, Essential Readings on
V. Conceptual Vocabulary Development

Objectives:
A. To understand the nature of concept vocabulary  
B. To design strategies for concept attainment  
C. To utilize semantic mapping, associations and feature analysis  
D. To utilize contextual clues and vocabulary notebooks

References:

Moore, David W, Moore, Sharon Arthur, Cunningham, Patricia M., and Cunninghan, James W. Developing Readers and Writers in the Content Areas K-12, Allyn and Bacon, 2011. Chapters: 8, 9


VI. Writing

Objectives:
A. To differentiate between writing-to-learn activities and writing to demonstrate knowledge
B. To define the components of writing process
C. To use the components of writing process in all content areas
D. To learn strategies for content area writing

References:

Roe, Stoodt-Hill, and Burns, chapter 8.


Lapp, Diane and Fisher, Douglas, Essential Readings on Comprehension, International Reading Association, 2009. Using Writing to Enhance Content Area Learning..., We Learn What We Do..., Recentering the Middle School Classroom, and Reading Literature, Reading Text, Reading the Internet...

VII. Assessment
   Objectives:
   E. To address national, state, and local standards
   F. To create criteria (product descriptors, rubrics) and use exemplars
   G. To examine portfolio construction and use

References:

Moore, David W, Moore, Sharon Arthur, Cunningham, Patricia M., Cunningham, James W. Developing Readers and Writers in the Content Areas K-12, Allyn and Bacon, 2011. Chapters: 11, 12.

Evaluation

1. Concept Attainment Lesson 10 points
2. R&R Logs on selected readings 10 points
3. Strategic Teaching (Lesson) Plans outlining literacy strategies 15 points
4. Reaction Paper 15 points
5. Portfolio demonstrating course outcomes 20 points
6. Three Online Sessions (10 points each) 30 points

Examples and rubrics will be distributed for each assignment.
Class participation/class assignments, interest, and professionalism may affect evaluation by ½ letter grade. Observational notes will be taken for this assessment and students will receive feedback. Please silence your cell phone as it is a distraction to the teaching/learning process. **Students cannot successfully pass the course with more than three absences. If you must miss class, call or e-mail before class. Extenuating circumstances will be considered.**

**Conceptual Framework for Preparing Educators and Human Development Professionals for Responsible and Ethical Service**

**Mission**

We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

**Core Values**

We share the following commitments:

- **Democracy** – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
- **Civility and caring** – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
- **Equity and Diversity** – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
- **Social Justice** – to speak for and empower people who are disenfranchised and work towards a more just society.
- **Ethical practice** – to engage in and insist on the highest level of professional practice.
- **Scholarship** – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
- **Professional Learning and Continuous Improvement** – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.