

University of Texas at El Paso
RED 3342-001 – Content Area Literacy (CRN 12019)
Fall 2014

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Office hours: Tues 3-5pm, Weds 10-12pm or by appt.

Wednesdays, 12:30-3:20pm

Location: Education 308

Course Description

Methods and materials for developing maturity in reading and study skills, especially in the content areas from K-12. Special emphasis is given to the development of interest, the matching of students to proper materials, and instructional techniques for integrating the teaching of skills with the teaching of content. Field experience required.

Course Objectives

RED 3342 provides an overview of literacy instruction in the content areas, with an emphasis on grades 4-12. This core course incorporates the Texas Examinations of Educators Standards (TExES) standards for grades 4-8 and 8-12. The TExES standards are closely aligned with the Texas Essential Knowledge and Skills (TEKS), which can be downloaded at <http://www.tea.state.tx.us/index2.aspx?id=6148>. This course will provide numerous opportunities to connect theories of reading and writing with both the TExES standards as well as the TEKS. Core course include the following TExES Pedagogy and Professional Responsibilities (PPR) EC-12 competencies:

- Plans instruction and ongoing assessments that motivates students and are responsive to their developmental characteristics and needs (PPR I, Competency 1).
- Plans learning experiences and designs assessments that are responsive to differences among students and that promote all students' learning (PPR I, Competency 2).
- Designs effective and coherent instruction and assessment based on appropriate learning goals and objectives (PPR I, Competency 3).
- Plans effective, engaging instruction and appropriate assessments (PPR I, Competency 4).
- Applies principles and strategies for communicating effectively in varied teaching and learning contexts (PPR I, III; Technology Applications I-V, Competency 7).
- Monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students (PPR I, III; Technology Applications I-V, Competency 10).

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Develop and apply a meaningful understanding of literacy in the content areas through the creation of sample activities, lesson plans, and inquiry units (TExES Language Arts and Reading 8-12 Standard I);
2. Examine ways to work with students to become critical, empowered, and engaged readers and writers;
3. Select and use a variety of media and texts, including trade books, textbooks, videos, and other forms of technology, in order to engage students in content area literacy (TExES Language Arts and Reading 8-12 Standard IV);
4. Creates an effective bilingual and multicultural learning environment by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acclimation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, and applying strategies to bridge the home and school cultural environments (TExES Bilingual Generalist 4-8, Standard I)
5. Evaluate the importance of reading for understanding and apply reading and study strategies for various types of literary and non-literary texts (TExES Language Arts and Reading 4-8 Standard IV; TExES Language Arts and Reading 8-12 Standard II, III);
6. Analyze writing as a recursive, developmental, integrative, and ongoing process and apply this understanding through engagement in the writing process with course assignments (TExES Language Arts and Reading 4-8 Standard V; TExES Language Arts and Reading 8-12 Standard V, VI);
7. Demonstrate word analysis skills and strategies in order to enhance students' vocabulary development and conceptual understanding (TExES Language Arts and Reading 4-8 Standard III; TExES Language Arts and Reading 8-12 Standard VII)
8. Apply inquiry-based approaches to literacy teaching and learning through the development of sample activities, lesson plans, and inquiry units (TExES Language Arts and Reading 4-8 Standard VI);
9. Interpret, analyze, and produce visual images and messages using multiple forms of media and technology and be able to provide opportunities for students to do the same (TExES Language Arts and Reading 4-8 Standard VII; TExES Language Arts and Reading 8-12 Standard IX);
10. Demonstrate an understanding of the importance of oral communication by creating ways to foster listening and speaking skills of students through sample activities, lesson plans, and inquiry units (TExES Language Arts and Reading 4-8 Standard I; TExES Language Arts and Reading 8-12 Standard VIII);
11. Apply basic principles of assessment in the development of sample activities, lesson plans and inquiry units (TExES Language Arts and Reading 4-8 Standard VIII).

Course Readings

[These books can be purchased online through venues such as bookfinder.com or half.com]

Required texts to purchase:

Allen, Janet (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse. [ISBN: 1571103805]

Select ONE of the following Tradebook Choices:

Collins, S. (2008). *The hunger games*. New York: Scholastic Press. [ISBN: 13: 978-0-439-02348-1]

Munoz-Ryan, P. (2000). *Espranza rising*. New York: Scholastic Press. [ISBN: 13: 978-0-439-12042-5]

Sachar, L. (1998). *Holes*. New York: Random House Children's Books. [ISBN: 978-0-440-41480-3]

Enzensberger, H.M. (1997). *The Number devil: A mathematical adventure*. New York: Henry Holt & Co. [ISBN: 0-8050-5770-6]

Kean, S. (2012). *The violinist's thumb: And other tales of love, war, and genius as written by our genetic code*. New York: Little, Brown, and Co. [ISBN 978-0316182317]

Required readings posted on Blackboard:

Week 2

Freire, P. (1987). The importance of the act of reading. In Freire, P. and Macedo, D. (Eds.), *Literacy: Reading the word and the world* (pp. 29-36). South Hadley, MA: Bergin and Garvey.

Schoenbach, R. et al. What is reading? An excerpt from *Reading for understanding. The Quarterly*, 38-39.

Vacca et al. (2014). Literacy matters. In *Content area reading: Literacy and learning across the curriculum* (pp. 2-29). New York: Pearson.

Week 3

Hobbs, R. (2005). Media literacy and the K-12 content areas. *Yearbook of the National Society for the Study of Education*, 104(1) 74-99.

[Center for Media Literacy: Literacy for the 21st Century](#)

Week 4

Goodman, S. (2005). The practice and principles of teaching critical literacy at the Educational Video Center. *Yearbook of the National Society for the Study of Education*, 104(1) 206-228.

Shor, I. (1999). What is critical literacy? *The Journal of Pedagogy, Pluralism, and Practice* 1(4). Retrieved from <http://www.lesley.edu/journal-pedagogy-pluralism-practice/ira-shor/critical-literacy/>

Week 5

Au, K. (2006). Discourses and literacy in the home and community. In *Multicultural issues and*

literacy achievement (pp. 37-54). Mahwah, NJ: Lawrence Erlbaum.

Brisk, M.E. and Harrington, M.M. (2007). Working effectively with bilingual students. In *Literacy and bilingualism: A handbook for all teachers, 2nd Edition* (pp. 15-47). Mahwah, NJ: Lawrence Erlbaum.

Week 6

Gibbons, P. (2009). Literacy in the curriculum: Challenges for EL learners. In *English language learners academic literacy and thinking* (pp. 43-57). Portsmouth, NH: Heinemann.

Moll, L.C., Amanti, C., Neff, D., Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice, 31*(2), 132-141.

Week 7

Allen, J. (2007). Mastering the art of effective vocabulary instruction. In K. Beers, R.E. Probst, & L. Rief (Eds.), *Adolescent literacy: Turning promise into practice* (pp. 84-104). Portsmouth, NH: Heinemann.

Vacca et al. (2014). Developing vocabulary and concepts. In *Content area reading: Literacy and learning across the curriculum* (pp. 238-279). New York: Pearson.

Allen, Janet (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse.

Week 9

Shannahan, T. & Shannahan, C. (2008). Teaching disciplinary literacy to adolescents. *Harvard Educational Review, 78*(1), 40-59.

Moje, E.B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of Research in Education, 31*, 1-44.

Week 10

Moje, E., and Speyer, J. (2008). The reality of challenging texts in high school science and social studies: How teachers can mediate comprehension. In K.A. Hinchman & H.K. Sheridan-Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 185-211). New York: Guilford.

Vacca et al. (2014). Activating prior knowledge and interest. In *Content area reading: Literacy and learning across the curriculum* (pp. 172-197). New York: Pearson.

Vacca et al. (2014). Guiding reading comprehension. In *Content area reading: Literacy and learning across the curriculum* (pp. 198-237). New York: Pearson.

Week 11

Daniels, H. et al (2007). Writing to learn. In Daniels, H. et al. (Eds.), *Content-area writing: Every teacher's guide* (pp. 20-29). Portsmouth, NH: Heinemann.

Wilhelm, J. (2007). Asking the guiding question: Reframing existing curriculum into inquiry units. In *Engaging readers and writers with inquiry: Promoting deep understandings in language arts and the content areas* (pp. 41-74). New York: Scholastic.

Week 12

Wilhelm, J. (2008). Moving toward a reader-centered classroom. In “*You gotta BE the book*”: *Teaching engaged and reflective reading with adolescents* (pp. 22-37). New York: Teachers College.

Bean, T. W. (2003). Using young adult literature to teach content. North Central Regional Educational Laboratory: Learning Point Associates.

Week 13

Read your trade book selection: *Hunger games, Holes, Esperanza rising, The number devil, or The violinist’s thumb*

Week 14

Afflerbach, P. (2004). Assessing adolescent reading. In T.L. Jetton, & J.A. Dole (Eds.), *Adolescent Literacy Research and Practice* (pp. 369-391). New York: Guilford.

Anders, P.L. & Guzzetti, B.J. (2005). Content area literacy assessment. *Literacy Instruction in the content areas, Second Edition*. Mahweh, NJ: Lawrence Erlbaum.

Vacca et al. (2014). Assessing students and texts. In *Content area reading: Literacy and learning across the curriculum* (pp. 94-131). New York: Pearson.

Course requirements:

Successful completion of this course will be based on several key elements:

Discussion postings (45 points) – In order to connect the course content to our own life experiences and in order to facilitate understanding of the readings, you will be expected to do twelve discussion postings on specific weeks during the semester. The postings should respond to the prompt provided in Blackboard and should be at least 300-400 words in length. In order to have an ongoing exchange of ideas with peers, you will be part of a discussion group with whom you will share your weekly postings. You will be assigned to groups at the beginning of the semester. On the weeks that include postings, your posting will be due on the Tuesday before class by midnight, and you should bring a hard copy of your posting to class that week. Each discussion posting will count 4 points; the introductory posting will count as 1 point. Points will be deducted for late responses. No responses will be accepted more than a week late. A rubric for the postings can be found in the appendix.

Literacy autobiography (10 points) – As part of this course, you will have the opportunity to reflect on your own literacy history and the ways in which your experience with literacy has influenced your perspective as a pre-service teacher. You will also have the opportunity to draw

on technology to express how you see yourself as a reader and writer. To that end, you should create a 2-3 minute multi-media presentation that represents your autobiographical experience with literacy. You should use Windows Storyboard, MovieMakers, iMovie, or Powerpoint to create your presentation, which should be posted to Vimeo by **September 26 at midnight**. (More explanation will be provided in class on how to post your video.)

Pair strategy demonstration (10 points) – In order to apply the strategies that we read, learn, and talk about in class, you will work with a partner to develop a strategy demonstration in the content area of your choosing. You can draw on the readings in class, including Janet Allen’s *Tools for Teaching Content Literacy*, to develop your strategy. This demonstration can be thought of as a mini-lesson that incorporates a literacy strategy that would normally be part of a larger, more complete lesson. Your demonstration should last between 10-15 minutes, and you should engage your peers in participatory, hands-on learning. On the day of your demonstration, you should provide a one-page handout that includes the following: (1) a short explanation of the strategy and its purposes; (2) the steps used to do the strategy; and (3) ways that the strategy can be adapted to support English language learners. A rubric for the pair strategy demonstration can be found in the appendix.

Tradebook assignment (10 points) This assignment will require you to select and read on of the three trade books listed under the course readings section of this syllabus. Using your trade book you will: write a short and concise summary of the book using the GRASP strategy; evaluate a Webquest associated with the trade book; determine the readability of the trade book using a Fry Graph; connect the trade book to a specific TEKS content standard; create a before during, and after reading comprehension strategy; and develop a reader-response instructional strategy aligned with your trade book.

Inquiry unit (10 points) – Another requirement for this course will be the development of an inquiry unit related to your content area. The inquiry unit should include the following components:

- Title and brief statement of purpose
- Grade level and content area
- A guiding inquiry question (see the Wilhelm reading from Week 13)
- Objectives (taken from the TEKS) related to the inquiry question
- A list of at least 5 print books and media/technology resources (including websites, movies) that will be used in addition to the textbook;
- A short description of at least 5 sample activities related to the books and media resources listed above
- An assessment plan with at least two forms of assessment (formative and summative)

The inquiry units can be done in pairs. The unit should be done in a Word document and posted to the full-class discussion board by **December 5th** at midnight.

Final Reflection (5 points) This final reflection will be due to the full-class discussion board by December 10th. More information on this final reflection will be provided in class.

Class Participation (10 points) In a community of learners, participation in class discussions and collaborative group work is key to our success as learners. I encourage you to ask questions and

actively engage in class discussions and tasks. A rubric for the class participation grade can be found in the appendix.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Online discussion postings	Ongoing	45 points	Learning Outcomes #1-10
Literacy autobiography	9/26/14	10 points	Learning Outcomes #1,2,5,8
Pair strategy demonstration	10/15/14	10 points	Learning Outcome #4,6
Tradebook assignment	11/19/14	10 points	Learning Outcomes #1,2,3,4,7
Inquiry Unit	12/5/14	10 points	Learning Outcomes #1-10
Final Reflection	12/10/14	5 points	Learning Outcomes #1-10
Class Participation	Ongoing	10 points	Learning Objectives #1-10

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

Attendance Policy:

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing **two weeks** of class as excessive. The student may be dropped for lack of attendance. If you miss two weeks of class, contact me immediately.

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Academic Dishonesty:

Academic dishonesty – which includes cheating, plagiarism, and collusion – is a violation of the norms and ethics of the university community and will not be tolerated.

Additional Resources:

Academic journals – The following journals provide valuable information about literacy instruction. Most of them can be found electronically using the UTEP Library website:

Reading Research Quarterly

Journal of Adolescent and Adult Literacy

The Reading Teacher

Language Arts

Anthropology and Education Quarterly

Websites – These websites are sources of additional information for content area literacy:

International Reading Association – www.reading.org

Reading Online – www.readingonline.org

National Council for Teachers of English – www.ncte.org

Texas Council of Teachers of English Language Arts – <https://www.tctela.org>

National Council of Teachers of Mathematics – <http://www.nctm.org>

Texas Council of Teachers of Mathematics – <http://www.utdanacenter.org/tctm>

National Council for the Social Studies – <http://www.ncss.org>

Texas Council for the Social Studies – <http://www.txcss.org>

National Science Teachers Association – <http://www.nsta.org>

Science Teachers Association of Texas – <http://www.statweb.org>

****Syllabus subject to change****

Course Schedule

Date	Topic	Readings/Assignments Due
August 27 Week #1	Introductions, Introduction to the course	Post a brief introduction of yourself to your group on Blackboard (BB) by Sunday 8/31 at midnight
Sept 3 Week #2	What is reading? What is literacy? What is content area literacy?	Freire, The importance of the act of reading Schoenbach et al., What is reading? Vacca et al., Literacy matters Posting due to discussion group on BB by Tuesday 9/2 at midnight
Sept 10 Week #3	Literacy in the new millennium	Center for Media Literacy: Literacy for the 21 st century Hobbs, Media literacy in the K-12 content areas Posting due to discussion group on BB by Tuesday 9/9 at midnight
Sept 17 Week #4	Critical literacy iMovie & MovieMaker workshop 1:30-3:20 in Library, Room 336	Shor, What is critical literacy? Goodman, The practice and principles of teaching critical literacy at the EVC Posting due to discussion group on BB by Tuesday 9/16 at midnight
Sept 24 Week #5	ONLINE CLASS Literacy and cultural/linguistic diversity (part 1)	Au, Discourses and literacy Brisk and Harrington, Working effectively with bilingual students Posting due to discussion group on BB by Tuesday 9/23 at midnight Literacy autobiography due by 9/26 at midnight.
Oct 1 Week #6	Literacy and cultural/linguistic diversity (part 2)	Gibbons, Literacy in the curriculum: Challenges for EL learners Moll et al., Funds of knowledge for teaching Posting due to discussion group on BB by Tuesday 9/30 at midnight
Oct 8 Week #7	Developing vocabulary and concepts Pair Strategy Demonstration Workshop in class (come prepared to work with your partners)	Allen, Mastering the art of effective vocabulary instruction Vacca et al., Developing Vocabulary and Concepts Allen, <i>Tools for teaching content literacy</i> Posting due to discussion group on BB by Tuesday 10/7 at midnight
Oct 15 Week #8	Pair Strategy Demonstrations Mid-term evaluations	Pair Strategy Demonstrations due in class today

Oct 22 Week #9	Disciplinary literacy	Shannahan & Shannahan, Teaching disciplinary literacy to adolescents Moje, Developing socially just subject-matter instruction Posting due to discussion group on BB by Tuesday 10/21 at midnight
Oct 29 Week #10	Activating prior knowledge and interest; Facilitating comprehension	Moje and Speyer, The reality of challenging texts Vacca, et al., Activating prior knowledge and interest & Guiding reading comprehension Posting due to discussion group on BB by Tuesday, 10/28 at midnight
Nov 5 Week #11	Writing to learn; inquiry approaches to content area reading and writing; Second language writing	Daniels et al., Writing to learn Wilhelm, Asking the guiding question Posting due to discussion group on BB by Tuesday, 11/4 at midnight
Nov 12 Week #12	Learning with tradebooks	Wilhelm, Moving toward a reader-centered classroom Bean, Using young adult literature to teach content Posting due to discussion group on BB by Tuesday, 11/11 at midnight
Nov 19 Week #13	Literature circles	Read your trade book selection: <i>Hunger games, Holes, Esperanza rising, The number devil, The violinist's thumb</i> Tradebook assignment due in class today
Nov 26 Week #14	ONLINE CLASS Assessing Reading and Writing	Afflerbach, Assessing adolescent reading Anders and Guzzetti, Content area literacy assessment Vacca et al., Assessing students and texts Posting due to discussion group on BB by Wednesday 11/25 at midnight
Dec 3 Week #15	ONLINE CLASS Professor presenting at research conference Developing inquiry units	Inquiry Units Due to full-class discussion board by midnight on 12/5
Dec 10 Week #16	Exam Week	Final Reflections due to full-class discussion board on BB by Wednesday, 12/10 at midnight

APPENDIX
Grading Rubrics for Course Assignments

Online Discussion postings (300-400 words)

Criteria	Possible points	Points earned
Clear, coherent, and well-organized; shows evidence of having read all of the materials	<i>1</i>	
Demonstrates understanding and analysis of the readings; provides details and examples	<i>1</i>	
Makes thoughtful connections across the readings and to life experience and present/future teaching practice	<i>1</i>	
Adheres to word length (300-400 words)	<i>1</i>	
Total	<i>4</i>	

Literacy autobiography

Criteria	Possible points	Earned points
Focus on assigned topic	<i>2</i>	
Thoughtful and substantive	<i>2</i>	
Clarity and coherence	<i>2</i>	
Originality and creativity	<i>2</i>	
Creating and effective uses of media	<i>2</i>	
Total	<i>10</i>	

Pair strategy demonstration

Criteria	Possible points	Earned points
Explanation of purpose	<i>1</i>	
Explanation of strategy steps	<i>2</i>	
Student engagement	<i>4</i>	
Adaptations for ELLs	<i>2</i>	
Handout/Preparation	<i>1</i>	
Total	<i>10</i>	

Literature Circle Assignment

Criteria	Possible points	Points earned
Demonstrates of in-depth knowledge of text	<i>2.5</i>	
Shows insightful analysis of text	<i>2.5</i>	
Shows thoughtfulness in responding to peers	<i>2.5</i>	
Demonstrates substantive level of participation	<i>2.5</i>	
Total	<i>10</i>	

Inquiry Unit

Criteria	Possible points	Points earned
Specifies grade level and content area	<i>1</i>	
Includes a title and inquiry question	<i>1</i>	
Includes objectives tied to TEKS	<i>1</i>	
Contains at least 5 sample materials that can be used in addition to textbook, including technology-based materials and trade books	<i>1</i>	
Contains at least 5 sample activities to be used with books/websites/videos described; activities are hands-on, thoughtful, well-explained	<i>4</i>	
Includes an assessment plan with both formative and summative forms of assessment	<i>2</i>	
Total	<i>10</i>	

Class Discussion Grading Rubric

	Strong workⁱ	Needs development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out"	Seldom participates and is generally not engaged

ⁱ Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

****Syllabus subject to change****