

University of Texas at El Paso
RED 3342-005 – Content Area Literacy (CRN 23238)
Spring 2015

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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

[This book has been ordered at the bookstore and can also 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]

One tradebook of your choice:

Time will be spent in class selecting a piece of young adult fiction for your tradebook assignment. You will be responsible for purchasing this book through online venues such as half.com or bookfinder.com and reading it in time to complete this assignment.

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

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 eleven 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 three days 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 will create a 2-3 minute multi-modal text that represents your autobiographical experience with literacy by using some visual/digital platform (i.e. Windows Storyboard, MovieMaker, iMovie, Prezi, etc.) This assignment is due by **February 20th at midnight**. More information about this assignment, as well as how and where to post it, will be provided in class. A rubric for this assignment can be found in the appendix.

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 your particular content area. 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, which is **due on March 18**, 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 a piece of young adult fiction relevant to your particular content area. Using your tradebook you will: write a short and concise summary of the book; evaluate a Webquest associated with the tradebook; connect the tradebook to a specific TEKS content standard; create a before during, and after reading comprehension strategies; and develop a reader-response instructional strategy aligned with your tradebook. **This assignment is to be posted to our full-class discussion board before class on April 22nd, and you are to bring a hard copy of this assignment with you to class on the 22nd.**

In-class presentation of inquiry units (5 points) – Students will share their inquiry projects with their classmates **in class on May 5th**. Materials used for these in-class presentations must be shared with the instructor by email by **May 4th at midnight**. More information about the requirements of this assignment will be provided in class. A rubric can be found in the appendix. More information on this final reflection will be provided in class.

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 will 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 and description of at least 5 print books and media/technology resources (including websites, movies) that will be used in addition to the textbook;
- An explanation 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 with a partner from your content area. The unit should be done in a Word document and posted to the full-class discussion board by **May 13th** at midnight.

Class Participation (10 points) In a community of learners, participation in class discussions and collaborative group work is key to a successful and engaging class. Asking questions and actively engaging in class discussions and tasks is a requirement for this class. 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	2/20/15	10 points	Learning Outcomes #1,2,5,8
Pair strategy demonstration	3/18/15	10 points	Learning Outcome #4,6
Tradebook assignment	4/22/15	10 points	Learning Outcomes #1,2,3,4,7
Presentation of inquiry unit	5/5/15	5 points	Learning Outcomes #1-10
Inquiry unit	5/13/15	10 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 and grounds for being dropped from the class.

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).

Standards of academic integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

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
Jan. 21 Week #1	Introductions, Introduction to the course	Post a brief introduction of yourself to your group on Blackboard (BB) by Sunday 1/25 at midnight
Jan. 28 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 1/27 at midnight
Feb. 4 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 2/3 at midnight
Feb. 11 Week #4	Critical literacy iMovie & MovieMaker workshop 1:45-3:00 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 2/10 at midnight
Feb. 18 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 2/17 at midnight Literacy autobiography due by 2/20 at midnight.
Feb. 25 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 2/24 at midnight
March 4 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 3/3 at midnight
March 11	Spring Break	
March 18 Week #8	Pair Strategy Demonstrations Mid-term evaluations	Pair Strategy Demonstrations due in class today

March 25 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 3/24 at midnight
April 1 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, 3/31 at midnight
April 8 Week #11	Online class – Professor presenting at a research conference 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, 4/7 at midnight
April 15 Week #12	Online class – Professor presenting at a research conference 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, 4/14 at midnight
April 22 Week #13	Literature circles	Read your trade book selection Tradebook assignment due in class today
April 29 Week #14	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 Tuesday 4/28 at midnight
May 6 Week #15	Developing inquiry units	Presentations of inquiry units in class
May 13 Week #16	Exam Week	Inquiry units due to full-class discussion board by midnight on 5/13

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>	

Tradebook assignment rubric

Criteria	Possible points	Earned points
Concise summary	<i>2</i>	
Evaluation of Task, Process, and Resources sections of WebQuest	<i>2</i>	
Thoughtful and appropriate connection to TEKS	<i>3</i>	
Thorough presentation of Before, During, and After Strategies	<i>3</i>	
Total	<i>10</i>	

Inquiry unit

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

Class discussion grading rubric

	Strong work ¹	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

¹ 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****