

I. Course Number and Name: **ED 470: Content Area Literacy**

II. Academic Credit: **3 Credit Hours**

III. **Course Description:**

Content area teachers are crucial in guiding the strategic use of literacy strategies for the ultimate goal of reading printed and digital text for purposes of learning, application, problem-solving, and enjoyment. This course will address the basic components of reading, writing, and the other language arts at the middle and secondary level and provide the pre-service teacher with techniques to help students of diverse abilities and backgrounds to construct meaning from both expository and literature texts across the various disciplines. Emphasis will be placed on research-based instructional techniques, student-to-text match, student attitude and engagement, learning theory, differentiation in lesson planning, alternatives to textbooks, the role of technology in content area literacy, unit planning, and alternative forms of assessment. The course includes 15 practicum hours and culminates with a capstone experience in which the pre-service teacher applies discipline-specific literacy strategies in an authentic setting.

IV. **Place in Curriculum**

This is a required course for middle level and secondary teacher education students. The course is designed to be applicable across all disciplines.

V. **Course Goal and Objectives**

A. Goal – This course provides the pre-service middle level and secondary teacher with the essential knowledge base and dispositions related to content area literacy, as well as multiple opportunities for application within the disciplines. (LD-K1)

B. Objectives – Upon successful completion of this course, the student will be able to:

1. Identify the role of multiliteracies, language, and adolescent development in the teaching and learning of content. (T-K1, LD-K1)

2. Utilize current content area literacy theory and research in lesson/unit planning, implementation, and assessment. (T-S2, T-S3)

3. Integrate the language arts (reading, writing, speaking, listening, viewing, and visually representing) in the content areas. (T-S2)

4. Identify the major components of reading comprehension (including schema activation and metacognition) and utilize comprehension-fostering strategies based on text structure and purpose. (T-S1)
 5. Employ effective techniques for the development of academic vocabulary acquisition. (T-S1)
 6. Assess and evaluate individual and group literacy instructional needs through the use of formal and informal procedures. (T-S3)
 7. Assist students to employ a system of study skills that emphasize reflective, critical thought and a systematic progression toward independent learning. (T-S1)
 8. Match student reading abilities to appropriate texts. (T-S2)
 9. Scaffold and modify instruction in order to account for diversity related to ability, learning style, culture, language proficiency, and background knowledge. (T-S3, LD-S2)
 10. Align instructional activities with professional discipline standard and/or state language art standards, content area standards, and the International Reading Association standards. (T-S2)
 11. Use motivation and engagement theory to stimulate interest and motivation of the learner to read for information, pleasure, and personal growth, both now and in the future. (T-S4)
 12. Collaborate with other educational professionals to develop an integrated curriculum and/or comprehensive plan to provide appropriate instructional modifications. (LD-S1, LD-S2)
 13. Incorporate instructional and informational technologies to support literacy learning. (LD-S3)
 14. Utilize professional resources to enhance content area instruction. (LR-K1)
 15. Involve parents in cooperative efforts and programs designed to increase and broaden adolescent literacy. (LD-S1)
- VI. **Content** (T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S1, LD-S2, LD-S3, LR-K1, LR-S1, LR-D1)

- A. Reading, literacy, and teaching in the content areas
 - 1. Approaches to reading, theoretical models
 - 2. Definition of multiliteracies and content area literacy
 - 3. Developmental stages of adolescent literacy
 - 4. Role of the content area teacher
 - 5. Links between cultures and literacy
 - 6. Direct, problem-based learning, inquiry, and unit instruction
 - 7. Differentiated instruction
 - 8. Grouping options
- B. Affective and social aspects of content area learning and literacy
 - 1. The affective domain
 - 2. The social nature of learning
 - 3. Classroom practices involving the affective and social domains
 - 4. Engagement
 - 5. Motivation
- C. The role of texts in content area learning
 - 1. Textbooks: variety, types of, selection of
 - 2. Trade books
 - 3. Primary sources
 - 4. Multiple genres
 - 5. Matching students and texts (leveling and readability)
- D. The role of knowledge in comprehension
 - 1. Prior knowledge
 - 2. Procedural and discipline-based knowledge
 - 3. Discourse knowledge
 - 4. Instructional techniques to activate and increase the knowledge bases
 - 5. Students with significant comprehension difficulties
- E. Comprehension instruction
 - 1. Text organization and structure
 - 2. Instructional techniques to increase comprehension before, during, and after reading
 - 3. Study guides
 - 4. Student monitoring of comprehension
 - 5. Schemata theory
 - 6. Reader response theory, book club
 - 7. Active, strategic readers
 - 8. The art of questioning
- F. Vocabulary development and language study

1. Academic vocabulary
 2. Promoting language study
 3. Instructional strategies for teaching vocabulary in content area lessons
 4. Language issues relating to English language learners
- G. Writing in the content areas
1. Writing processes and writing workshop
 2. Teaching writing in the disciplines
 3. Writing for critical thinking and social action
 4. Adaptations for students with writing disabilities
 5. Helping English language learners write in the content areas
- H. Multiliteracies: visual, media, digital
1. Visual literacy
 2. Media literacy
 3. Digital literacy
 4. Integrating technology in content area instruction
 5. Emerging literacies
- I. Study skills
1. Location and organization of information
 2. Study methods
 3. Research methods
 4. Fluency
 5. Retention
 6. Test taking
 7. Critical reading of print and non-print texts
- J. Enhancing learning through the disciplines
1. Defining curriculum
 2. The standards movement
 3. Common literacy concerns among the disciplines
 4. Discipline-specific concerns and related strategies
- K. The integrated curriculum
1. Definition of an integrated curriculum
 2. Interdisciplinary, integrated, and thematic study
 3. Collaboration with colleagues for curriculum development and instructional modifications
- L. The unit plan
1. Introduction various types of units, including Understanding by Design
 2. Development of the unit (lesson planning) via writing workshop

3. Implementation of the unit (diverse teaching strategies)
4. Culmination activities
5. Integration of appropriate technology
6. Assessment of student learning and teacher effectiveness
7. Standards (state, discipline, IRA)

- M. Assessment of content area literacy
1. Evaluation and assessment
 2. Formal, informal, and authentic assessment
 3. Grading practices
 4. Assessing one's teaching and literacy growth

VII. **Methodology**

- A. Lecture, demonstration, and modeling (T-S1)
- B. Large and small group discussion (LD-S1)
- C. Simulations (T-S1)
- D. Practicum experience with middle level or secondary students; includes a response journal (T-D1, T-D2, LD-K1, T-K1, T-S1, T-S2, T-S3, T-S4, LD-S1, LD-S2, LD-S3, LD-D1, LR-K1, LR-S1)
- E. Student presentations at the conclusion of book club (T-S1)
- F. Blackboard learning modules and discussion board (LD-S3)
- G. Reflective self-evaluation (LR-S1, LR-D1)
- H. Guest presenters (LD-S1)
- I. Learning stations/centers (T-S1)
- J. Writing workshops for the capstone unit plan (T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S2, LD-S3)
Note: This course has been designated as *Writing-Intensive*, and thus follows the WI guidelines outlined in the General Education curriculum.
- K. Cooperative learning (LD-S1)
- L. Capstone experience in which a unit is taught at a middle level or secondary site over a period of three days (T-K1, T-S1, T-S2, T-S3, T-S4, T-D1, T-D2, LD-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-K1, LR-S2, LR-D1)

VIII. **Student Roles**

- A. **Texts.** Students are expected to carefully read the core and supplemental texts prior to class so that each will be able to contribute to class discussions and activities. (T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S2, LD-S3, LR-K1)
- B. **Attendance & Participation.** Attendance is required for every class session. (LD-S3)
- C. **Practicum.** Complete 15 hours practicum in a middle level and/or secondary classroom. Submit a reflective and descriptive journal of practicum experiences. (T-D1, T-D2, LD-K1, T-K1, T-S1, T-S2, T-S3, T-S4, LD-S1, LD-S2, LD-S3, LD-D1, LR-K1, LR-S1)
- D. **Lesson Plans.** Write lesson plans that contribute to the culminating unit taught in the capstone experience. (T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S2, LD-S3)
- E. **Literacy Autobiography.** Develop a reflective product that relates how the student was taught content area literacy in middle school or high school and formulate professional content area literacy goals for future teaching. (LR-S1, LR-D1)
- F. **Unit Plan.** Develop, organize, implement, and assess a unit plan. The plan will integrate literacy strategies within a specific discipline and reflect an integrated, differentiated, and technology-mediated approach to content area instruction. The pre-service teacher is expected to complete all communication and organizational details inherent in the capstone experience in a timely and professional manner. (T-K1, T-S1, T-S2, T-S3, T-S4, T-D1, T-D2, LD-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-K1, LR-S2, LR-D1)
- G. **Unit Plan Debriefing.** The preservice teacher and university professor will debrief the capstone experience after implementation. The preservice teacher will reflect on the capstone experience, noting strengths, needs, and future professional goals. All materials will be submitted to the field experience office prior to finalizing the grade for this course. (LR-S1, LR-D1)
- H. **Assessments.** Scheduled assessments will be given by the instructor throughout the semester. (LD-K1)
- I. **Blackboard.** The student is expected to utilize the various components of the Blackboard site associated with the course, as directed by the instructor. (LD-S3)

J. **Additional Learning Opportunities.** The instructor may structure and assign other learning activities necessary for instruction, reinforcement, or review except during the week prior to Finals Week.

K. **Book Club.** The student will select a supplemental resource book or a series of articles, based on interests and need. Following book club discussion, the student, together with his/her book club members, will give an informative presentation focusing on content and applications. (T-S1, T-S4, LD-S3)

IX. **Evaluation**

Evaluation will include the following course components:

- A. Reading assignments (LD-K1)
- B. Participation and professionalism (T-D2)
- C. Practicum and log (LR-S1)
- D. Lesson plans (T-S2, LD-S2)
- E. Literacy autobiography (LR-S1)
- F. Unit plan(T-K1, T-S1, T-S2, T-S3, T-S4, T-D1, T-D2, LD-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-K1, LR-S2, LR-D1)
- G. Unit plan reflection and reflection (LR-S1, LR-D1)
- H. Assessments (LD-K1)
- I. Blackboard (LD-S3)
- J. Book Club and presentation (T-S1, T-S4, LD-S3)
- K. Other assignments as deemed appropriate by the instructor

X. **Representative Bibliography** (LR-K1)

Afflerbach, Peter. Understanding and Using Reading Assessment K-12. Newark, DE: International Reading Association, 2007.

Allen, Karen Kuelthau, and Margery Stamm Miller. Literacy and Learning in the Content Areas: Strategies for Middle and Secondary School Teachers. 2nd Edition. Boston: Houghton Mifflin Company, 2005.

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Billmeyer, Rachel. Capturing All of the Reader Through the Reading Assessment System. 2nd. Omaha, NE: Dayspring Printing, 2004.

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Deshler, Donald D., Annemarie Sullivan Palincsar, Gina Biancarosa, and Marnie Nair. Informed Choices for Struggling Adolescent Readers. Newark, DE: International Reading Association, 2007.

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Irvin, Judith L., Douglas R. Buehl, and Ronald M. Klemp. Reading and the High School Student. 2nd. Boston: Pearson Education, 2007.

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King-Shaver, Barbara, and Alyce Hunter. Adolescent Literacy & Differentiated Instruction. Portsmouth: Heinemann, 2009.

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Lewis, Jill, Gary Moorman, eds. Adolescent Literacy Instruction. Newark, DE: International Reading Association, 2007.

Pitler, Howard, and Elizabeth Hubbell, Matt Kuhn, and Kim Malenoski. Using Technology with Classroom Instruction that Works. Alexandria: ASCD, 2007.

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Vacca, Richard T. and JoAnne L. Vacca. Content Area Reading. 9th Edition. Allyn and Bacon Publishers, 2007.

Walker, Barbara J. Diagnostic Teaching of Reading. 6th Edition. Englewood Cliffs, N.J.: Prentice Hall Publishing, 2007.

Wood, Karen D., and William Blanton. Literacy Instruction for Adolescents, Research-Based Practice. New York: Guilford, 2009.

Zwiers, Jeff. Developing Academic Thinking Skills in Grades 6-12. 1st Edition. Newark, DE: International Reading Association, 2006.